REPORT RESUMES

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MASTER'S DEGREE PROGRAMS AND THE LIBERAL ARTS COLLEGE. REPORT AND RECOMMENDATIONS FOR FINCH COLLEGE.

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A STUDY OF MASTER'S DEGREE PROGRAMS WAS CONDUCTED IN ORDER TO DETERMINE THE FEASIBILITY OF ESTABLISHING SUCH A PROGRAM AT FINCH COLLEGE. THE NEED FOR PROGRAMS ON THE GRADUATE LEVEL, TYPES OF MASTER'S DEGREES OFFERED, AND ADMINISTRATIVE POLICIES AND STANDARDS ARE DISCUSSED IN PART ONE. PART TWO, "PROGRAMS IN OPERATION," DESCRIBES IN DETAIL AND ANALYZES (1) THE MA-3 DEGREE, A THREE YEAR MASTER'S PROGRAM WHICH BEGINS IN THE JUNIOR YEAR, (2) MASTER'S DEGREE PROGRAMS IN EDUCATION, INCLUDING PROGRAMS FOR GRADUATES WITH EITHER A LIBERAL ARTS OR AN EDUCATION BACKGROUND AS WELL AS SPECIAL FEATURES AND DEVELOPMENTS IN THESE PROGRAMS, AND (3) MASTER'S DEGREE PROGRAMS ABROAD. PART THREE CONSISTS OF RECOMMENDATIONS FOR FINCH COLLEGE. THE GENERAL RECOMMENDATION IS THAT FINCH COLLEGE INSTITUTE AN M.S. DEGREE PROGRAM IN EDUCATION AND AN M.A. DEGREE PROGRAM IN TWO OR THREE ACADEMIC SUBJECTS. MORE SPECIFIC RECOMMENDATIONS ARE GIVEN ON PROGRAMS, STANDARDS, FACULTY, ADMINISTRATION, FACILITIES, AND STUDENT SERVICES. APPENDIXES INCLUDE "GUIDELINES FOR PROGRAM EVALUATION" AND "TEACHER CERTIFICATION POLICIES, STATE OF NEW YORK." A BIBLIOGRAPHY AND A LIST OF INSTITUTIONS STUDIED ALSO ARE INCLUDED. (BN)

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MASTER'S DEGREE PROGRAMS
AND THE LIBERAL ARTS COLLEGE

Report and Recommendations
for Finch College

Prepared by Carol Hawkes
September 1967

TE 500 093

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PREFACE

On April 8, 1965, President Roland R. De Marco met with the Educational Policy Committee of Finch College and the Dean, Dr. Rodney Felder, to discuss the possibility of master's degree work at Finch.

Interest in the subject had been developing at the college for some time. The question had been raised more than once at faculty meetings, and it appears no less than five times in the minutes of the Educational Policy Committee for 1963-65. The chairman of the Committee had discussed the matter with the Dean, who, with the President's approval, had prepared a preliminary survey. The meeting with President De Marco on April 8 was arranged to provide an opportunity for thorough discussion and, if possible, agreement on a program to implement full investigation of the idea.

Discussion confirmed the fact that a major study would be needed. In view of this, President De Marco made the following proposal:

> That a Finch faculty member be asked and, if willing, be appointed to study master's degree programs for small colleges and, in particular, to study the feasibility of establishing such a program at Finch College.

This proposal won the unanimous support of the Committee. On May 4, with Committee recommendation, it was brought before the Finch faculty and again received unanimous endorsement.

I was then chairman of the Educational Policy Committee, and soon after faculty endorsement of the proposal I was asked by the President to undertake the study. I agreed, though fully aware of the difficulty and magnitude of the task, because I felt it to be of great importance to the college. Arrangements were made with the cooperation of my departmental chairman, Dr. Jeremy Bagster-Collins, to relieve me of part of my teaching load to provide time for the necessary research.

On May 25 I spoke at a regular meeting of the Board of Trustees to inform them of the background of the study and its goals. No action of the Board was necessary at that time, but channels of communication were opened so that the Board might be kept informed as the study progressed. Since then, as sections of the report have been submitted to President De Marco, he has arranged for duplication and distribution to all members of the faculty, the administration, and the Board.

The orientation of the project from the beginning has been to place the question of master's degree work at Finch in the context of a broad understanding of master's degree programs in American education today. To evaluate the role of the small college, and of Finch in particular, it has been necessary to see the larger background--not in every detail but as it affects the function and structure of work for the degree in a small institutional setting. Is there a present need for master's degree programs, and is a future need likely? What are the academic and professional functions of the degree? What is the relationship of the master's to undergraduate work? to doctoral programs? What patterns have been established for master's degree programs, and what are the significant recent developments? Are trends discernible? What are the main points of difference between programs at liberal arts colleges, especially the smaller colleges, and programs at large institutions? Can the colleges make any special contribution? What effect does the establishment of a master's degree program have on a college, especially on the undergraduate program? How large a faculty is needed, and with what qualifications? What library and other educational facilities are required? What standards and guidelines have been established by accrediting associations, state departments of education, and other associations and advisory bodies?

With such questions in mind, the study was planned in three stages. The first would be a general orientation, to be achieved primarily through wide reading in the literature of the subject, attendance at conferences, and discussions with educators broadly involved in the field. The second would be a close examination of various types of programs in operation, especially important recent developments in master's degree work. This would be achieved through visits to selected institutions to observe their programs and talk with the administrators, faculty members, and students concerned; through correspondence with program directors at other institutions; and through supplementary reading and comparisons of program policy and structure. Finally, in the light of an evaluation of needs and resources, recommendations for Finch College would be made.

These stages of investigation have become the main divisions of the report which follows. Part One surveys the subject for a comprehensive view. Part Two examines closely three significant developments in master's degree work: "MA-3" programs, special programs in teacher education, and programs of study overseas. Part Three offers conclusions and recommendations. The approach throughout has been at the level of institutional policy, since the specifics of departmental programs would properly have to be developed by the departments concerned, working with the appropriate faculty-administrative committees.

I can thank here only a few of the many persons who, through their knowledge and generosity, have contributed to the preparation of this report. At Finch College I should like to make grateful acknowledgment in particular to President Roland De Marco for his constructive and unfailing interest, to Dean Rodney Felder, to Dr. Jeremy Bagster-Collins, and to many other colleagues on the faculty and staff. I am appreciative of the opportunity given me by the Middle States Association, especially by Dr. F. Taylor Jones and Dean Albert E. Meder, to participate in the

Lehigh University Case Study of October 1966, from which I learned much of value. I should like to thank Miss A. Jean Kennedy and other staff members of the New York State Department of Education at Albany for information on evaluation and certification policies; Mrs. Natalie Baddon of the Fund for the Advancement of Education of the Ford Foundation for information and literature on experimental programs; Miss Sandra Krebs of Education and World Affairs for information and permission to use the files of that organization in studying American-sponsored programs overseas; and staff members of the Institute of International Education for lists and information about overseas programs.

At institutions I have visited, I am grateful for the generous cooperation of administrators and members of the faculty: at the City University of New York, Dean Mina Rees of the Graduate School, Dean Ruth G. Weintraub of Hunter College, Professors Max Eckstein and Ernest Schwarcz of Queens College; at Columbia University, Dean Ralph S. Halford of the Graduate Faculties, Professor Raymond A. Ducharme, Jr., of Teachers College, and Dean Henry Boorse of Barnard; at Elmira College, Professor Barbara W. Northrup; at Fairleigh Dickinson University at Wroxton, England, Dean Loyd Haberly; at Lehigh University, all who cooperated in the Middle States Case Study; at Mount Holyoke College, Dean Meribeth E. Cameron and Professors Mary S. Benson, Margaret Boyd, Jane L. Maxwell, and Jean Sudrann; at the New School for Social Research, Dean Joseph L. Greenbaum and Professor Philip J. Nelson; at New York University, Dean Ralph A. Ranald; at Sarah Lawrence College, President Esther Raushenbush, Dean Jacquelyn Mattfeld, and members of the Committee on Graduate Study; at Smith College, Dean Kenneth Sherk, and Professors Louis Cohn-Haft and Lawrence A. Fink; at Wagner College, Dean J. J. Boies; at Wells College, Professor Diether G. Markees, Dean Chester F. Natunewicz, and Professors D. Joy Humes, Marion K. Mabey, and Marion Sonnenfeld; at Yeshiva University, Dean Joseph B. Gittler.

Those who have corresponded with me regarding various aspects of programs and policies include Dean Keith Aldrich, University of California at Santa Barbara; Sister M. Benevenuta, Rosary College; Dean Eleanor A. Bliss, Bryn Mawr College; Dean Robert A. Bryan, University of Florida; Professor Lyman B. Burbank, Vanderbilt University; Professor Robert N. Bush, Stanford University; Dean John J. Carey, Florida State University; Sister Marie Carolyn, O.P., Barry College; Professor James L. Cate, University of Chicago; Professor Alfred A. Cave, University of Utah; Mr. John Chase, U.S. Office of Education; Sister James Claudia, O.P., Siena Heights College; Professor Robert Clausen, New York University; Dean Susan P. Cobbs, Swarthmore College; Professor William Coffield, Kansas State University; Professor Joseph Cohen, Tulane University; Professor Louise Cowan, University of Dallas; Professor Mario Domandi, Vassar College; Professor Malcolm P. Douglass, Claremont Graduate School and University Center; Dean J. E. Elmore, Earlham College; Dean Robert F. Forth, Maryland Institute College of Art; Professor William H. Forthman, Washington University; Dean Margery S. Foster, Hollins College; Professor Guy Fowlkes, University of Wisconsin; Professor F. Smith Fussner, Reed College; Dean Elizabeth Geen, Goucher College; Professor Robert Gilmore, University of New Hampshire; Professor Ellis A. Hagstrom, Emory University; Dean Richard C. Hawk, University of Chicago; Professor John Herbert, Reed College; Dean Alan M. Hollinsworth, Indiana University; Professor Allan S. Hurlburt, Duke University; Professor William W. Jellema, University of Michigan; Professor John R. Jones, Jr., Southern Methodist University; Professor William H. Jones, Emory University; Professor William M. Jones, University of Missouri; Dean Richard A. Kelley, Tufts University; Dean Nathaniel C. Kendrick, Bowdoin College; Dean John W. Kennedy, University of North Carolina at Greensboro; Dean John S. Kieffer, St. John's College; Dean Benjamin W. Labaree, Williams College; Mrs. Eleanor Lane, Stanford University; Professor Frank Laycock, Oberlin College; Professor Richard H. Leach, Duke University; Professor Robert E. Lee, University of Colordao; Professor Benjamin W. McCashland, University of Nebraska; Professor Merle B. Marks, University of Southern California; Professor George O. Marshall, University of Georgia; Professor William H. Masterson, Rice University; Professor Richard B. Morland, Stetson University; Dean Henry Noss, New York University; Professor Thomas W. Parker, University of Arizona; Dean Rosemary Pierrel, Pembroke College; Professor David E. Purpel, Harvard University; Professor Charles F. Reasoner, New York University; Professor Maxine G. Roberts, University of Pittsburgh; Professor Henry S. Robinson, American School of Classical Studies at Athens; Mr. Hammond M. Rolph, University of Southern California; Dean Sidney Rosenblum, University of New Mexico; Professor John H. Sandberg, Carnegie Institute of Technology; Professor Edward Sarmiento, Saint Louis University; Dean Leon Shoob, Monterey Institute of Foreign Studies; Professor Elmer R. Smith, Brown University; Professor Ernest Stabler, Wesleyan University; Miss Joan Sutton, Antioch College; Professor Orville J. Sweeting, Yale University; Mrs. Lisa H. Tate, Bennington College; Miss Dorothy M. Taylor, Temple University Tyler School of Art; Professor Glynn Thomas, University of Wyoming; Mr. James P. Thurber, Jr., Standord University; Professor Richard Toven, New York University; Dean Frank J. Vattano, University of Denver; Professor John Walton, the Johns Hopkins University; Professor Donald J. Wehmeyer, University of Notre Dame; Dean Robert B. Whitney, Amherst College; Professor Edward Younger, University of Virginia; Dean Herwig G. Zauchenberger, Yale University. I make grateful acknowledgment to all.

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C. H.

Finch College
September 1967

TABLE OF CONTENTS

PART I: NEEDS, PROGRAMS, STANDARDS........................ 1

PART II: PROGRAMS IN OPERATION

1. The "MA-3".. 21
2. Master's Degree Programs in Education............... 49
3. Master's Degree Programs Abroad..................... 77

PART III: RECOMMENDATIONS FOR FINCH COLLEGE............. 102

Appendices

A. Guidelines for Program Evaluation.................. 124
B. Teacher Certification Policies, State of New York... 147

Bibliography... 167

Check-List of Institutions............................... 171

PART I

NEEDS, PROGRAMS, STANDARDS

I. NEED FOR GRADUATE PROGRAMS

The need for programs of graduate study in the United States is greater now than at any time in the past and is increasing year by year. From 1910 to 1960 the over-all college and university population increased tenfold, but graduate school enrollments increased more than thirtyfold. From 1940 to 1965 the number of bachelor's degrees awarded annually increased from 186,500 to 525,000, or 281%; during the same period the number of graduate degrees increased from 30,021 to 126,300, or 421%. In the number of master's degrees alone, there was an increase of about 10,000 during the year 1964-65, to make a total of 112,200 awarded in 1965.

This increase has occurred in response to demands of the times. The "explosion" of information and scholarship in virtually all academic and professional fields has made study beyond the bachelor's degree as necessary for advancement as it is rewarding for personal satisfaction. Teachers at all levels must now have advanced degrees, as must many who enter such fields as psychology, social work, art history, library service, business and industrial research, and government.

The institutions awarding graduate degrees vary in type from large universities to small colleges. Here again the past twenty-five years have been significant in changing the pattern. During that time the master's degree in particular has become the concern of many colleges, which have developed strong programs as part of an academic or professional sequence. When Frederic Ness and Benjamin James began their study of graduate programs in liberal arts colleges in 1960, they found that of the 623 American independent liberal arts colleges with enrollments of under 2500, 148, or over 22% were offering work leading to the master's degree. Eighty-one of these programs had been started since 1946, and in 1960 seventy more colleges were seriously considering the possibility of offering graduate work.

Colleges which institute graduate programs do so for varied reasons, but most of the reasons relate to one or more of the following areas:

1. The student. In a small liberal arts college, it is felt, the graduate student has certain opportunities impossible to obtain elsewhere. He becomes part of an academic community which is intimate enough to encourage close, informal relationships between students and faculty and between students in different disciplines. He can work closely with the faculty in his major field and can develop a commitment to scholarship which may encourage him to go on to the doctorate or otherwise contribute to the advancement of learning in later life. He receives individual guidance in research which bridges the gap between undergraduate and graduate study. He may, if he has had a satisfactory undergraduate experience, continue that experience in the same institution in a sequence of studies planned to guide him toward full understanding of his field. Or if his undergraduate experience has been less than satisfactory, especially if his individuality has been all but lost as one among thousands, he has the opportunity to rediscover himself and develop his abilities in a small institution of high academic reputation.

2. The community. Because the small liberal arts college is often more closely identified with its neighborhood or community than is the large university, it can serve that community in a number of special ways. It can, for

example, provide teacher training of the kind most needed in local schools. It can serve the technological and professional needs of local business, government, and service institutions. Through special programs and scheduling it can open work toward advanced degrees to married women and others with outside responsibilities and limited time.

3. The advancement of education. The small college, more than any other institution, is free to offer experimental programs at the graduate level. If it has not previously offered graduate work, it has no institutional pattern to force it into a mold. Its master's degree is not overshadowed by the doctorate, and therefore full attention can be given to the development of a strong master's program. In particular, it has an opportunity to carry the humanistic tradition beyond the bachelor's degree and to develop an undergraduate-graduate sequence which will equip the student for further study or for professional work, but most of all for a rich personal life.

II. TYPES OF PROGRAMS

Variations of the master's degree are many, including the M.A., M.S., M.A.T., M.Ed., M.Phil., M.F.A., M.B.A., and others more or less well known. Despite this confusing proliferation, the degrees fall into three classifications of general purpose: professional-terminal, cultural-terminal, and predoctoral. The professional degrees, which account for about 70% of all master's degrees awarded, are earned in such fields as education, nursing, library science, and engineering. The cultural-terminal and predoctoral degrees, which together account for the remaining 30%, are earned in the arts and sciences. Since in the natural sciences the present trend is toward proceeding from the bachelor's degree directly to the doctorate, the master's as a predoctoral degree is most important in the humanities and social sciences.

A. Among the newer developments in professional degrees, the M.A.T. has been of special interest to liberal arts colleges. Their academic traditions have enabled them to offer programs in which candidates take from 1/3 to 2/3 of their work in a subject matter discipline, yet fulfill state certification requirements for teaching. These programs provide a good example of the way in which colleges can build on existing strengths to provide an unusually rich educational experience.

B. In cultural-terminal and predoctoral programs also, colleges are finding it possible to make an important contribution. One of the most significant experiments at the present time is the MA-3 or three-year master's degree program proposed by Oliver Carmichael in 1962 and since implemented by Ford Foundation grants to some 38 institutions. The purpose of the program is to create a strong master's degree to be earned through a sequence of studies beginning in the junior year of college. Able candidates, rating in the upper 15-20% of their class, are identified early and encouraged to enter the sequence. Superior transfer students are also attracted by the opportunity to become part of the program. As the sequence is designed, students in their junior and senior years as undergraduates complete the requirements for the A.B., work toward competence in two foreign languages, and each year participate in a special seminar which introduces them to the materials and methods of research. In their year of graduate study, the students continue to work in their major fields, complete the foreign language requirements, write a master's thesis, and complete three semester hours of teaching at the junior college level. When they receive the degree, they are qualified to teach in a junior college or well equipped to proceed to the doctorate if they so desire. This program is playing an important role in increasing the academic significance of the master's degree. It serves an important need in preparing faculty for junior and community colleges, and it provides a link between the college and the university. It seems especially well adapted to the curricular structure of senior (third and fourth year) colleges, a number of which are extending their programs to include a graduate year.

C. Master's degree programs which include study abroad have been developed in English as well as in foreign languages, in the social sciences, and in the arts.

D. Accelerated master's degree programs are now being offered in connection with accelerated work for the A.B. In such programs qualified undergraduates are admitted to graduate courses for credit at the graduate level, and this has led in a few institutions to the simulatneous awarding of the A.B. and the M.A.

E. Finally, among notable developments must be listed the cooperative programs involving groups of colleges with or without an associate university. The close cooperation between the Claremont Colleges in California and the Claremont Graduate School, the Middlebury-Wesleyan Plan for graduate study abroad, the Amherst-Smith-Mount Holyoke-University of Massachusetts cooperative Ph.D. program and facilities for exchange of faculty and students at the master's level--all these and others have been established to provide the advantages of a small institution in combination with the resources of greater size.

III. BASIC POLICIES AND STANDARDS

Despite the variety in master's degree programs, a number of generalizations can be made concerning administrative policies and standards. The Ness-James survey of 143 colleges, completed in 1962, has been especially useful in compiling the following information; the number of colleges following a given practice, as recorded below, follows the statistics in this work. Additional information is drawn from Berelson, Carmichael, and other sources listed in the bibliography.

A. Recruitment of students

The first master's degree programs to be established in the smaller colleges drew their students largely from graduates of the home college. Then, largely because of a desire to prevent inbreeding, a number of colleges began to exclude their own graduates as a matter of policy, and by 1960 less than 5% of graduate students in colleges were at their home institutions. Since 1962, however, the introduction of the MA-3 program, with its emphasis on the articulation of undergraduate and graduate work, and the interest in simultaneous undergraduate and graduate work in accelerated programs have again increased the unumber of students earning master's degrees on the home campus. Educational policy at present favors the acceptance of an institution's own graduates provided that the policy is justified by articulation, acceleration, or the like.

The attraction of graduates of other colleges and universities to a small college program depends upon the special features of the program, both academic and personal. Academically, the reputation of the college and a strong program such as the MA-3 or one which offers study in a highly specialized field will attract the best candidates. Personally, students may seek the individualized program and close faculty relationships of a small institution. This is especially true of students who have discovered their major interests late in their college years and must fill in gaps in their general knowledge of a field, and also students who have been away from college work for some time and need guidance to help them return. In education programs, teachers who must complete state certification requirements are often attracted to the small college by special course offerings and flexible schedules.

Small colleges attract more nonresident than resident graduate students, more part-time than full-time students, and more women than men. The colleges in the Ness-James survey felt that a relatively small number of their graduate students would go on to the doctorate, but nearly 60% of the students polled stated that the doctorate was their long-term goal. Today the MA-3 programs would increase this expectation.

B. Admissions

Responsibility for the admission of graduate students is usually not delegated to the undergraduate admissions officer. The colleges in the Ness-James survey require approval by one or more of the following:

Graduate Council (faculty-administrative committee)....49 colleges
Director or dean of the graduate program...............48 colleges
Chairmen of individual departments.....................41 colleges

Qualifications for admission, supported by documentary evidence, are widely required in the following areas:

1. Bachelor's degree
   From accredited college.......59 colleges
   In accelerated programs, where undergraduates are permitted to elect graduate courses for graduate credit, this requirement is necessarily waived. Instead, the candidate must have an exceptional academic record and is often required to be only 6-9 credits short of the bachelor's degree.

2. Transcript of undergraduate work.
   a. Minimum undergraduate average requirement
      80% over-all............42 colleges
   b. Course requirements
      Undergrad. major in proposed grad. field............20 colleges
      Undergrad. major or minor in proposed grad. field... 6 colleges.
      General education or area requirements..............17 colleges
      Courses in education (teacher training program).....18 colleges
   c. Foreign language requrement......40 colleges
      Often this may be fulfilled by successful completion of an undergraduate course at the intermediate level.

3. Score on a qualifying examination.
   Graduate Record Examination................54 colleges
   Miller Analogies Test......................14 colleges
   Despite reports of increasing dissatisfaction with the GRE, it continues to be the most widely accepted examination. Only a handful of colleges construct their own entrance examinations at the graduate level.

4. Letters of recommendation (those from undergraduate instructors preferred)...........20 colleges

5. Interview (recommended highly for individualized programs, such as that at Sarah Lawrence)..........15 colleges

6. Health certificate.

7. Special requirements for teacher training programs.
   Certification to teach (before beginning master's work)...15 colleges
   Successful teaching experience...........................11 colleges
   Current employment as a teacher.......................... 9 colleges

Transfer credits are accepted within limits, provided that the credits presented for transfer are at the grade level required for the master's degree by the host institution:

Acceptance of up to 6 semester hours of transfer credit......75 colleges
" " " " 8 " " " " " ...... 5 colleges
" " " " 9 " " " " " ...... 5 colleges

These limits do not apply among colleges which have cooperative or reciprocal arrangements for the exchange of students and faculty.

Conditional admission may be granted in special cases; for example, age and experience may be weighed against some lack of high academic performance as an undergraduate..............17 colleges.

It should be noted that admission of a student to graduate study does not automatically make him a candidate for the degree. In 46 (approximately one-third) of the institutions in the Ness-James survey, candidacy for the degree is granted only after the candidate has completed the required number of courses and fulfilled his language requirement. This explains the disparity between graduate enrollments and the number of degrees granted: nationally the figure is five enrollees to one degree, and in small colleges it is 8 enrollees to one degree. It is expected, moreover, that as enrollments go up, the proportion of degrees will go down. In the decade from 1950 to 1960, while graduate enrollments in the 143 small colleges increased from 7,510 to 25,240, the degrees awarded increased only from 1,390 to 3,140.

C. Requirements for the master's degree

Basically the master's degree requires the successful completion of a year of course work plus one or more of the following: a thesis, a general examination, and a language requirement. In certain fields, such as fine arts and business administration, special requirements extend full-time work to two or three years. M.A.T. and other teacher education programs may extend the program by a summer

or an extra semester in order to provide time for a period of internship or practice teaching. The fact that many graduate students are on a part-time basis also prolongs the earning of the degree. Thus, although theoretically it was possible to earn a master's degree in one academic year at most of the colleges represented in the Ness-James survey, the time actually required by the average student was:
1 year........16 colleges
2 years.......39 colleges
3 years.......36 colleges
4 years....... 8 colleges

To avoid an indefinite extension of the time required, many colleges have set limits within which the degree must be earned. A high time limit usually means that a college has many part-time graduate students:
3 years...... 1 college
4 years...... 3 colleges
5 years......23 colleges
6 years......12 colleges
7 years........12 colleges
8 years........ 3 colleges
9 summers...... 2 colleges

1. The course work required for the degree, in terms of semester hours, is generally set at 30 credits (126 colleges). The full range is from 24 to 36 credits, some of the higher requirements reflecting institutional policy of permitting students to substitute extra course work for a thesis.

2. Major requirements vary, in that 57 colleges permit the election of courses outside the field of specialization, and 22 colleges require diversification. In terms of the percentage of credits toward the degree permitted in fields outside the major, policy is as follows:
   None outside the major field........31 colleges
   16% outside the major field.........22 colleges
   33% outside the major field.........38 colleges
   50% outside the major field.........17 colleges
   66% outside the major field......... 2 colleges

   Within the major, 21 colleges require a strict sequence of courses, while 17 have a flexible sequence.

3. The grade average required for the degree is substantially higher than at the undergraduate level. An over-all B average is required by 78 colleges, and some of these will accept either no credits of C work for the master's or no more than 6 credits of C. There is usually no indication, however, of the minimum average required for a student to remain in good standing; it is not unusual for poor students to be advised to withdraw rather than be dismissed for low grades. Letter grades are generally used in the college programs, and averages are computed by the quality point system. At the other extreme, however, it should be noted that at a few institutions either no course grades or "satisfactory-unsatisfactory" ratings are given, and students must qualify for the degree on the basis of their thesis and general examinations.

4. General examinations, written, oral, or both, are often required before a student is recognized as a candidate for the degree or before he is graduated. These examinations center on the student's field of specialization and/or on a

specialty within that field. When oral, they may be related to the thesis. Responsibility for their composition or development rests most often with the major departments but may vary as follows:

Department chairman	53 colleges
Graduate Council	31 colleges
Director of the graduate program	22 colleges
Graduate faculty as a whole	12 colleges

5. The thesis is regarded as of great importance in the liberal arts graduate programs. It is required in 76 colleges, which may allow from 3-6 credit hours toward the degree for its composition. It is most likely to be dropped in teacher training programs, where 6 hours of course work may be substituted for it or 3 hours given to the development of a special project.

6. The foreign language requirement for the master's degree is being given much attention at the present time. Of the 40 colleges which listed a language requirement in the Ness-James survey, most specified it as an admission requirement and went no further at the graduate level. The MA-3 programs, however, require proficiency in two languages, and much effort is being made to extend this demand to other programs. The purpose is not only to equip the student to function more successfully as the holder of a graduate degree but to remove one of the major barriers to the Ph.D.

D. The graduate curriculum

The graduate curriculum is more often planned by groups within the college than by an individual such as the director or graduate dean:

Graduate Council	79 colleges
Departmental chairmen	38 colleges
Faculty as a whole	25 colleges
Director of graduate program	19 colleges

New courses usually originate in the departments and are submitted to a faculty or faculty-administrative committee for acceptance, modification, or rejection. Acceptance is the general rule and has led to some concern over the proliferation of courses and too much specialization.

1. Types of courses and other work for credit range from the lecture course to independent study. The tables below will give some idea of distribution by type:

   a. Estimated percentage of credit toward the degree earned in lecture or lecture-discussion courses:

0-20%	7 colleges
21-40%	19 colleges
41-60%	29 colleges
61-80%	42 colleges
81-100%	13 colleges

   b. Estimated percentage of credit earned in seminars, exclusive of thesis seminars:

0-20%	80 colleges
21-40%	25 colleges
41-100%	5 colleges

c. Estimated percentage of credit earned in thesis seminars:
0-20%.............107 colleges
21-100%........... 3 colleges

d. Estimated percentage of credit earned by the thesis:
0-20%.............106 colleges
21%-100%......... 4 colleges

e. Estimated percentage of credit earned by independent study exclusive of the thesis:
0-20%.............107 colleges

2. Mixed courses which admit both graduate and undergraduate students have been a subject of controversy for some time. They are of two kinds: graduate level courses which admit selected undergraduates and upper level undergraduate courses which admit graduate students for credit.

Graduate courses which admit selected undergraduates are the more favorably regarded of the two, since they are held to increase the challenge to the superior undergraduate rather than reduce it for the graduate student. They are also necessary to accelerated programs in which the undergraduate may earn credit toward his master's degree before he has achieved his A.B. The fact is that more than 70% of the graduate courses in small colleges are open to undergraduates whose qualifications meet the established standards of superior grade average and closeness (usually 6-9 credits) to the bachelor's degree.

Upper level undergraduate courses which are open to graduate students for credit toward a graduate degree are more sharply criticized. Although the presence in a class of graduate students of some maturity and experience may challenge the undergraduates to greater effort, the question of challenge for the graduate student arises. To compensate, the graduate student is often required to read beyond the regular class assignments, to prepare an unusually extensive research paper, or to complete some other project requiring independent work. Moreover, it is customary to allow him credit toward a graduate degree only if he achieves a grade of B or better in an upper level undergraduate course. With such safeguards, all but two of the colleges in the Ness-James survey give credit to graduate students for completing such courses

An entirely different policy prevails with respect to lower division undergraduate courses. Although graduate students are occasionally permitted to elect these for a specific purpose (in teacher training programs, for example, where candidates may lack distribution in liberal studies), they rarely if ever may count credits for this work toward a graduate degree.

3. Subject matter fields open to students working toward a master's degree are many. The following table shows those in which courses are available at a substantial number of colleges:

Education	120 colleges	Physics	67 colleges
English	94 colleges	Economics	66 colleges
History	92 colleges	Philosophy	66 colleges
Biology	78 colleges	French	65 colleges
Psychology	78 colleges	Spanish	59 colleges
Chemistry	77 colleges	Art	51 colleges
Mathematics	76 colleges	German	50 colleges
Sociology	75 colleges	Speech	48 colleges
Religion	73 colleges	Business Adm.	44 colleges
Political Science	71 colleges	Physical Education	43 colleges
Music	68 colleges	Classics	40 colleges

In all, 42 subject matter fields were available in the colleges of the Ness-James survey, but the course offerings per field averaged only 10, and not all of the courses were offered each year.

There has been some experimentation with interdisciplinary studies in the colleges as well as in the universities. This may be accomplished by integration, in which two or more disciplines unite to form a new field, as in the sciences (biochemistry, biophysics, etc.). Or, as is more usual in the humanities, it may be accomplished by juxtaposition, as in American Studies programs. Such programs may contribute much to the crossing of disciplinary lines, and they may be challenging to students and faculty. Experience has shown, however, that before instituting them a college should investigate the extent to which they may equip the student either for further graduate study or for a career. A number of experimental programs have failed because credits earned in them have not been accepted outside of the home institution.

4. A graduate program differs from a mere series of courses in its sense of sequence and integration. Colleges which are planning to institute graduate work are repeatedly advised to think in terms of a program. The program should draw upon the resources of more than one department but need not require the participation of all. The student who completes a true program, regardless of his major, should possess a comprehensive view of an organized field of knowledge. The current interest in and foundation support of programs such as the MA-3 and the M.A.T. is largely due to the fact that as organized programs they seem likely to contribute most to the education of the student and the establishment of the master's degree as a mark of achievement in the academic and professional hierarchy of studies.

E. Student counseling and aid.

Student counseling at the graduate level is primarily academic and in this respect is the responsibility of the departmental chairman (62 colleges) or the director of the graduate program (48).

The fact is, however, that graduate students, like undergraduates, have social and personal problems also, and these cannot always be solved by mere access to the college psychologist, chaplain, or the like.

1. Integration into the life of the college is one of the major problems of the graduate student in a small institution. He may have come to the institution in the hope of avoiding the impersonality of a university, only to find that he is fully accepted neither by the undergraduates nor by the faculty, and that he has only a handful of fellow graduate students with whom to make friends. The colleges approach this problem in various ways, but their policies agree as follows:

   a. Some activities involving both faculty members and graduate students are planned to make the graduate students feel welcome in the "community of scholars" at the college. These activities are planned by the Dean of Students (33 colleges) or by groups such as student-faculty committees.

   b. A graduate student "common room" is provided for relaxation and informal talk between the students. This is especially important in colleges which have a large non-resident graduate registration.

c. A graduate student reading room is set up in the library whenever possible. It may contain basic reference works and on occasion may be used for graduate seminars.

d. Living accomodations for resident graduate students are arranged to provide privacy for study but proximity for friendship within the group.

2. Financial help for graduate students in small colleges is notoriously less widely available than in the universities; indeed, this is one of the major problems in recruitment of superior students for the colleges. Unlike medical students, graduate students in the arts and sciences have no tradition of family help beyond the undergraduate level (women may be able to draw from this source more frequently than men), and most students are reluctant to take out loans because their financial prospects are less encouraging than in medicine or law. The colleges, therefore, despite limited budgets, provide what financial aid they can.

a. Graduate assistantships for undergraduate teaching are the most widely used form of aid, since they help the college also in faculty recruitment, especially where senior staff members have assignments in the graduate program. A few colleges state that the assistantships are a major institutional benefit from the graduate program. Academically speaking, however, a more important function of the assistantships, when properly supervised, is to provide an internship program in college teaching. The MA-3 sequences especially make this a part of the curriculum. It is felt that if the liberal arts tradition is to preserved, a teaching internship in a liberal arts college is the most effective training ground for prospective members of the faculty. In the Ness-James survey, 51 of the 143 colleges provided graduate assistantships or internships in some form.

b. Some other work such as clerical duties in the college offices or library is provided purely as financial assistance.

c. Some fellowship and scholarship funds are available. The median in 1962 in small colleges was $1500 exclusive of tuition. It is possible, of course, for winners of Woodrow Wilson and other national grants to choose to do their graduate work at a small college, but the fact is that most of these students so far have chosen the large universities.

d. Miscellaneous forms of aid include free textbooks for scholarship students and free tuition for the wives of married male students.

3. Placement services for graduate students seem to present no special problem because of wide opportunities at present for holders of advanced degrees. Where help is needed, however, it is provided through the regular placement office of the college (67 colleges) or the department chairmen (30 colleges).

IV. FACULTY

A. Recruitment

Almost 90% of the faculty in liberal arts colleges is drawn from the regular, full-time teaching staff of the institutions, with preference being given to the senior and more experienced members. Several colleges make a strong point of the fact that they do not require any faculty member who is opposed to the idea of graduate work at the institution to participate in the graduate program. Where technical and other highly specialized courses are needed, the regular faculty is supplemented by part-time experts in these fields. It is considered important, however, to have a strong full-time staff who are not only highly qualified in their disciplines but also dedicated to the traditions of the institution.

B.Qualifications

1.The doctorate or its equivalent, that is, the highest terminal degree in a given field, is the essential minimum qualification for teaching at the graduate level. Although it is possible to find some instances of graduate teaching without the doctorate, colleges limit this severely by requiring, for example, that no more than one member of a department may lack the degree, and the strong preference is that all members have it.

2.Productive scholarship is a second important qualification with much greater emphasis at the graduate than at the undergraduate level. Publication, participation in professional meetings, keeping abreast of new developments in one's field --- all are considered necessary if the graduate faculty is to provide the kind of direction that graduate students need. In teacher training programs where the thesis requirement has been abolished for the master's degree, the publication requirement may be relaxed, but academically this is held to be a retreat from high standards and is frowned upon by accrediting agencies and committees for evaluation.

3.Effective teaching is also emphasized, especially in the college programs. Extensive experience and success in teaching advanced undergraduate courses may be used as a criterion here, since superior undergraduates and graduate students are often taught in the same class (see above, "Mixed Courses").

4.Rank is the final criterion, closely associated with the other three. The general practice is to have no faculty member below the rank of associate professor give instruction at the graduate level.

C.Teaching load

A somewhat lighter teaching load for the faculty member who works even part of his time at the graduate level is both strongly recommended (see Middle States criteria) and widely practiced. A 3-hour graduate course, for example, may count as 4 hours of teaching credit, and an hour of credit may be given for the direction of three or four theses. The faculty member may also be provided with graduate assistants to handle routine work.

The rationale of this derives from the necessity for more careful preparation and individual counseling at the graduate than at the undergraduate level and also from the obligation of the graduate faculty member to contribute to and keep abreast of scholarship in his field. Most of the graduate faculty at smaller colleges teach undergraduates as well as graduate students, and this is thought to be beneficial to the college as a whole, but it is agreed that any participation in graduate work makes special demands which must be recognized in terms of load.

D. Salary

Higher salary scales at the graduate level existed at only about 20% of the colleges in the Ness-James survey. The average is generally higher, however, since it is usually the senior and higher ranking members of departments who teach graduate courses.

Extra stipends up to $1000 for a 3-hour course are sometimes provided in lieu of a reduction in teaching load, and extra stipends are always provided if graduate teaching is undertaken in addition to a reguler program. This is not considered academically sound, however, because of the special demands of graduate teaching.

E. Research funds, etc.

Faculty research funds and help in getting outside grants have become increasingly important with the current emphasis on research. Colleges are still much more limited than universities in the resources they can provide for research, but they are making an effort to move in this direction. Beyond making what funds they can available, they encourage research in the following ways:

1. Reduced teaching load for research
2. Special leaves of absence
3. Clerical facilities to help with typing, filing, recording results
4. Salary and promotion plans to recognize successful research
5. Help to faculty members who apply for outside grants.

It should be noted that at about 70% of the colleges surveyed these benefits are available to all faculty members, not merely to the graduate faculty. The graduate faculty takes advantage of them more often, however, because of more frequent involvement in research.

F. Morale

There appears to be a direct relationship between improved faculty morale and the opportunity to participate in a graduate program, provided that the program is well planned in relation to the resources of the college and the teaching staff.

Faculty members surveyed took a negative attitude toward graduate work only when in their opinion it represented a drain upon the college and upon themselves. Inadequate funds for high-level academic development in terms of staff, course offerings, and facilities brought a critical reaction, as did inadequate provision for the extra demands graduate work makes upon the teacher. Evening and summer session teaching in addition to reguler work and the carrying of a standard schedule plus additional obligations to do research produced the greatest degree of dissatisfaction.

Enthusiastic support, on the other hand, was freely given whenever graduate programs were thought to be sound academically and well administered. Professional stimulation through challenge, the pleasure of working with highly motivated students, the stimulus of research, time and motivation for thorough preparation, pride in results, status in the profession, opportunity for promotion and financial benefits, satisfaction in helping to develop a high-level academic and professional program, increased pride in the reputation of the college--all these were among the benefits cited. It should be noted, moreover, that approximately 2/3 of the college faculty members involved in graduate programs expressed support, whereas only about 1/3 were predominantly critical.

V. ADMINISTRATION

Both the Middle States and the New York State criteria emphasize the importance of identifying the graduate program as a separate entity within an institution. The dean or director of the program plays a key role in establishing this identity. Long range planning for continuity and progress, departmental coordination, and the establishment and maintenance of high graduate standards are among the important areas in which he exercises leadership.

A problem in many institutions, colleges as well as universities, is the achievement of a balance of responsibility and authority between the departments and the graduate dean. The departments must, of course, provide academic guidance within each discipline and contribute to the development of educational policy. On the other hand, especially in a small institution, the departments are concerned to a large extent with undergraduate instruction, and most of the departmental faculty teach part- or full-time at the undergraduate level. Loyalty to the discipline or department may, therefore, come into conflict with loyalty to the college as a whole in relation to the graduate program, and vested interests may set up opposition to progressive change. Berelson, Ness-James, and Corson, among other authorities, are concerned with this problem and emphasize the need for sufficient authority to be vested in the office of graduate dean or director to achieve the unity in diversity which is essential to the success of the program as a whole. Administrative participation and leadership in decisions on appointments, promotion, and salary as well as questions of academic standards and policy is considered essential at the graduate level.

VI. PHYSICAL FACILITIES

At most colleges physical facilities are shared by the graduate and undergraduate programs; therefore, it is not generally felt that graduate work requires a substantial new capital investment. The fact is, nevertheless, that such facilities as library collections almost always need to be expanded as graduate work is introduced. The whole college benefits, but the graduate program provides the occasion for expansive change.

A. Library

The discrepancy between theory and practice in library holdings is wide when one considers the recommendations of the American Council on Education of a 100,000-volume minimum for undergraduate and a 1.5 million-volume minimum for graduate instruction; the estimate is that only 17% of the colleges meet the undergraduate minimum and only 25 graduate schools meet theirs (no distinction is made here between master's and doctoral.programs). A check-list of the library holdings of a few colleges which offer graduate programs will show, however, that they have substantial collections, even where their students have access to large university or cooperative libraries:

Bryn Mawr	298,055	vols.;	1,000	current periodicals
Earlham	115,000	"	549	" "
Goucher	125,412	"	666	" "
Middlebury	240,450	"	629	" "
Mount Holyoke	285,000	"	950	" "
Reed	141,356	"	500	" "
Sarah Lawrence	104,125	"	373	" "
Smith	466,874	"	1,870	" "
Vassar	353,061	"	3,503	" "

In theory, library service for a good graduate program is held to cost three to four times as much as service for undergraduates only. In practice, the increased outlay depends upon the extent to which present facilities are inadequate for graduate needs. Fifty colleges in the Ness-James survey reported substantial improvements in library collections and facilities undertaken because of the demands of graduate work, Of these, three provided totally new library buildings; others made a large initial outlay to remedy deficiencies in special areas, such as education, and followed this with special annual allocations for a number of years; still others made a general graduate allocation (not by department) or simply a larger general allocation when graduate work was introduced at the college. As for figures, reports of initial expenditures to remedy departmental deficiencies ranged from $9,000 to $15,000; annual departmental allocations were $2000 to $3000; annual graduate allocations were from $3,500 in a budget of $26,000 to $5,000 in a budget of $50,000. Since the reporting colleges are not identified, it is impossible to relate these figures to the size of the institution or of the graduate operation; total figures on library expense are available in American Universities and Colleges,but these are not broken down into graduate and undergraduate figures. Inquiries at individual colleges are necessary to provide detailed information.

It should be noted that funds for library expansion need not always come from the college itself. The National Science Foundation grants and grants for NDEA summer institutes provide for acquisitions in areas covered by the grant. Other foundation support too may specifically provide for the library or may be used, in part, for this purpose.

Such adjuncts to the library as carrels for graduate students, a graduate reading room, etc., may be budgeted with library or with general expenditures. Although not so essential as the books themselves, these are nonetheless considered important for student performance and morale in the functioning of the graduate program.

B. Other facilities

Laboratories, classrooms, offices, and dormitory space, like library facilities, are shared by graduate and undergraduate programs. The Ness-James survey gives a few figures on such facilities added and planned by colleges because of their graduate offerings:

Laboratories (science and language)	added, 15 colleges;	planned, 25
Classrooms	added, 10 colleges;	planned, 7
Seminar rooms	added, 7 colleges;	planned, 7

Graduate school offices, a graduate lounge, graduate student housing, counseling facilities, and additional faculty office space were reported but no figures were given.

VII. BUDGET

The importance of a careful cost analysis and projection of income before a college embarks upon a graduate program is emphasized by every authority. Since there is a difficult and complex relationship between undergraduate and graduate budgeting within an institution, it is customary for several or all of the following officers to participate in the financial planning: the college president, the bursar or other financial officer, the dean or director of the graduate program, the academic dean, special planning committees.

A. Initial support

The first few years of a graduate program almost invariably need outside financial support. This may be available from a number of sources:

1. A foundation grant. This is possible only where the college has an outstanding academic reputation and the program it proposes is distinctive and experimental.

2. A government grant. In the past such funds have been given almost exclusively to large universities, even when, as in the NDEA foreign language study subsidies, they were theoretically available to smaller institutions offering the M.A. and the M.A.T. The future development of government support programs should be followed closely, however.

3. A grant from the trustees. This is not unusual as a subsidy for small college programs.

4. A special fund campaign to enlist alumni and community support.

5. Support from industries being served by special graduate programs, usually in technical fields.

Financial subsidy for the start of a graduate program is considered so important that colleges are warned not to begin programs unless their resources are adequate for at least five years.

B. Continuing support

The concept that graduate programs are never self-sustaining financially is widely accepted; the facts are confused, however, by budgeting and accounting procedures and by the impossibility of translating into figures benefits such as enhanced reputation which the graduate program may bring to the college as a whole.

Funds for the continuing support of graduate work must be planned in recognition of the fact that maturing programs show an upward trend in costs. Funds may be drawn from one or more of the following sources:

1. Total subsidy. Foundation grants, especially continuing grants from the National Science Foundation; special endowment funds; annual fund drives.

2. Graduate student fees. These may be an important item of income; yet it is a fact that tuition for graduate students is often considerably lower than tuition for undergraduates, and generous fellowship support is considered mandatory. Even at the City University of New York, for example, advanced graduate programs were planned on the assumption that without support there would be no students.

3. Undergraduate program. This may be called upon to subsidize from 10-75% of the cost of the graduate program, either directly or, more often, indirectly by absorbing most or all of the instructional and institutional overhead. Justification of this practice lies in the benefits which the undergraduate program is felt to receive in reputation, morale, intellectual stimulation, etc., from the continuation of graduate work.

C. Budgeting Procedures

One of the difficulties in determining the exact cost of graduate programs derives from the fact that in many institutions (over 50% of those in the Ness-James survey) the graduate and undergraduate programs are not budgeted separately. The reason is that the two programs share facilities (library, laboratory, etc.) and faculty, including the graduate assistants who teach undergraduates.

Distinctions are relatively easy where graduate programs are financed by special grants or endowments, or where they are confined to summer or evening sessions. Otherwise, when a distinction is made, it may be merely a separate line in a departmental budget, not reflective of the full cost of the graduate program. Or graduate assistants may be given a separate code number which makes it possible to charge them to the department using their services.

Some institutions attempt to make the graduate school carry its full share of overhead by basing charges on proportional enrollment or on proportional income from fees or other sources, but at others the graduate school carries a lower percentage of overhead despite the belief that it is more expensive to operate than the undergraduate program.

In general, policy in budgeting seems to be established by the individual institution to serve its own special needs in the financing of graduate work.

VIII. EVALUATION AND ACCREDITATION

A. Evaluation

More uniform standards have been established for the evaluation of undergraduate and doctoral programs than for programs leading to the master's degree, perhaps because of the wide variations which exist at the master's level. A comparison of the undergraduate and doctoral criteria, as reported by Berelson, throws some light, however, on the intermediate area represented by the master's degree.

Undergraduate criteria		Top lib. arts colleges	Other lib. arts colleges
1. Doctorates on faculty (medians)		55-60%	30-35%
2. Normal teaching load (hours per week)		12	14
3. Teaching done outside discipline (av.)		5%	7%
4. Provision of research opportunities for faculty		60%	35%
5. Graduates who continue education			
a. At graduate school	(Note: figures	16-20%	11-15%
b. At professional school	(would be higher (in 1965.)	16-20%	6-10%

Graduate criteria	Top 12 Univ.	2nd group	3rd group
1. Doctorates on grad. faculty	92%	91%	90%
2. Faculty teaching grad. level at least half time	69%	64%	53%
3. Faculty with 6 or more articles in major learned journals during 5-year period	62%	52%	36%
4. Grad. students with 1/2 to full time programs	72%	43%	37%
5. Arts and science students in total grad. enrollment (vs. prof. enrollment)	45%	23%	14%
6. Articles by grads. 10 yrs. after Ph.D.	77% (4.8 art.)	73% (4.3)	66% (3.5)
7. % of total U.S. Ph.D.'s awarded	34%	20%	20%

Besides providing these figures, Berelson lists a number of other criteria which may be applied in evaluating a graduate program:

1. Enough students for mutual stimulation (at the top universities the average is 10 or more candidates for the doctorate in 60-65% of the fields in which the degree is offered).

2. A large enough faculty to provide necessary specialization.

3. A faculty with degrees from the leading universities.

4. Selectivity in the admission of students.

5. Enforcement of the foreign language requirements.

6. Provision for independent research by students--not a large percentage of lecture courses.

7. The training of students in research, and high standards for the thesis or dissertation.

B. **Accreditation**

Accreditation of graduate programs, as opposed to self-evaluation or educational surveys, is a relatively new phenomenon. Standards have been proposed and committees have made studies from time to time, but only in the past few years have the regional accrediting associations and state agencies begun to develop specific guidelines and regulations.

The Middle States Association has traditionally followed a policy by which it accredits a whole institution with all of its programs, graduate and undergraduate, or withholds accreditation; it accredits institutions rather than programs, on the principle that institutions should offer programs only in fields where high standards are possible. For the guidance of institutions considering the establishment of graduate work, the Association did, however, publish a set of guidelines in 1959, and with the expansion of master's degree programs in the early 1960's the Commission on Institutions of Higher Education drew up tentative guidelines on the master's degree, which were presented for discussion by the membership at the annual meeting in December, 1965. With final revisions the document on the master's degree was published by the Association in February, 1967. A copy is included for reference in Appendix A of this report.

The University of the State of New York also has been studying the problems related to graduate programs and has developed a code for evaluation. This was approved by the Commissioner and issued in March, 1962, and an additional set of standards for the evaluation of M.A.T. programs was issued in June, 1964. Both of these documents are included for reference in Appendix A.

CONCLUSION

The need for master's degree programs and the contribution which many liberal arts colleges have been able to make to satisfy this need makes it evident that more programs must and will be established in the near future.

That there is some opposition to graduate work in the college cannot be denied. Such opposition comes from two sources: generalist principles and the fear that a college will not be able to maintain a quality program at both the undergraduate and graduate levels.

Generalists argue from the traditional concept of the liberal arts college as a non-specialized, non-professional institution dedicated to intellectual cultivation for its own sake. From this point of view, the trend toward graduate education exerts a baleful influence on the undergraduate curriculum. Graduate work is specialized by nature and encourages the establishment of professional goals and, perhaps, a strong major during the undergraduate years. To counteract this influence some generalists, most notably Earl J. McGrath, have suggested that if colleges enter the graduate field at all they should establish only generalized master's degree programs. So far, however, such programs have had little success, since they do not meet the need for specialized knowledge which is sending most students to graduate school at the present time.

Those who oppose graduate work in the college because they fear a decline in quality cite the likelihood of large undergraduate sections, heavy teaching loads, inferior faculty, poorly qualified assistants, lowered standards for admission and for the degree, and inadequate scholarship and fellowship programs if a college expands beyond the limit of its resources. All of these dangers are real enough; yet many colleges have been able, through careful planning, to institute graduate programs which not only avoid weakening but actually strengthen the undergraduate curriculum. Theodore Distler and Hugh Taylor are among those who have studied the problem and concluded that a well conceived and well administered graduate program can add to the undergraduate strength of a college. A number of colleges in the Ness-James survey stated that their main reason for instituting graduate work was to strengthen their undergraduate resources, human as well as physical. Berelson asserts: "Graduate study helps institutions grow in quality."

Investigation so far, therefore, has made the need more evident and revealed no insurmountable obstacles to the institution of a master's degree program in the liberal arts college. On the contrary, the desirability of more programs of this type becomes increasingly apparent, provided that safeguards are established to assure quality. As this report proceeds to the close study of programs in operation, special attention will be given to the integration of graduate work with the traditions of a college, including the establishment of an undergraduate-graduate sequence.

PART II

PROGRAMS IN OPERATION

THE MA-3

The MA-3 has been in existence for approximately five years. Already it has been widely recognized as providing the incentive and the means for superior education at the master's degree level. Its effectiveness is attested by reports from almost every participating institution of graduates showing early distinction in teaching and other professions, and of an unusually high percentage going on to the Ph.D. Of the 41 programs originally subsidized on an experimental basis by five-year grants from the Fund for the Advancement of Education of the Ford Foundation, 35 have already been evaluated as so successful that they have been given permanent status in the curriculum, and additional programs are now being started without subsidy. The new concept of the senior college, designed to take students through the third and fourth undergraduate years and the first year of graduate work, is directly related to the success of the MA-3.

The MA-3 idea was originally proposed in 1960 by Dr. Oliver Carmichael, consultant to the Fund for the Advancement of Education. Dr. Carmichael published his plan the following year in the book Graduate Education: A Critique and a Program. Here he outlined a threefold purpose: (1) to fill the impending need for college teachers, especially at the junior college level, and for other highly qualified personnel in government, business, and professional work, with holders of unusually strong master's degrees; (2) by strong preparation of master's candidates, to shorten the time needed for completing the doctorate and thus to encourage those capable of earning the highest degree; (3) to increase the prestige of graduate work in the arts and sciences among superior students so that it might merit consideration along with such traditional professional fields as medicine and law. Dr. Carmichael developed a detailed plan for implementing his suggestions, from the identification and attraction of candidates to the administration of the program, and this plan, with some modifications, has provided guidelines for all programs subsidized by the Fund. The philosophy governing Fund support has been to encourage the development of original planning while carrying out the purposes and general outline which Dr. Carmichael proposed.

Because of this special relationship between proposal and application, the study which follows is divided into three main parts. First, Dr. Carmichael's proposal from Graduate Education: A Critique and a Program is outlined in some detail. Second, two highly successful programs now in operation are compared and practice in other programs summarized. Third, a special experiment in college-university cooperation in the MA-3 is described. Material on specific programs was gathered by direct correspondence and conversations with directors of MA-3 plans at 37 colleges and universities, selected at the suggestion of the Ford Foundation.

I. The Carmichael Plan

Recruitment and admission

The MA-3 is designed for the upper 15-20% of the student body, as identified by scholastic aptitude and achievement.

Dr. Carmichael would begin recruitment among high school seniors with outstanding records in the academic course. Informed guidance counselors and opportunities for promising students to visit colleges to be interviewed and see MA-3 programs in action are primary means of stimulating early interest.

Colleges are advised to make every effort to identify prospective candidates among entering freshmen, to interest them in graduate study, and to help them plan their programs for the first two years to provide the best possible preparation. During the first two years these students should achieve two goals:

a. They should complete all general and area requirements for the A.B. degree, such as requirements in English, social studies, natural science, mathematics, and a foreign language.

b. They should maintain a scholastic average in the upper 15-20% of their class.

Admission to the pregraduate program, which begins with the third college year, should be an honor and a privilege to be earned. An esprit de corps among interested and qualified students should be encouraged as early as possible. A faculty Recruitment Committee (described below, under the heading Faculty and Administration) may be set up to work with individuals and departments during the first two college years to stimulate interest, to evaluate, and to advise.

At the end of the second year, student records should be scrutinized and recommendations for admission made. Some students who were thought promising as freshmen will be eliminated at this time, and others, who developed academic strength after admission to college, will be added. Transfer students, especially those who have shown distinction in completing the academic course at a junior college, are an important source of recruitment as they apply for upper level work. The Carmichael plan suggests the possibility of cooperative arrangements with junior colleges so that pregraduate admission requirements may be met.

Admission to pregraduate or graduate work at the end of the third or fourth college years would be unusual but not impossible in the MA-3. Permission would be granted only to those students who, although working outside the program, had kept pace with it and fulfilled the requirements. Thus the door is left open for "late bloomers" and holders of the A.B. from other institutions who give promise of superior performance in graduate work.

The Pregraduate Program

Students in the third and fourth college years, according to the Carmichael recommendations, should fulfill all regular course work required for the A.B., should complete a major and, if customary at the institution, a minor field of concentration with departmental advice, and should maintain at least a B average. In addition, they should fulfill special requirements as follows:

a. Independent reading. A list of readings designed by a faculty committee in the student's major field should be given to the student each year for completion within that year (September to September, to allow for summer study). The readings should be chosen with a view to preparation for a Ph.D. qualifying examination. During the third and fourth years the readings may also serve as a source of material for special seminar papers.

b. Seminars and papers. Seminars designed to introduce the student to the university idea of scholarship should be organized for MA-3 candidates in both pregraduate years. The seminars will ordinarily be in the student's major field. For his seminar each third-year student should be asked to write two semester papers requiring elementary research on an assigned subject, and each fourth-year student should write a more extensive senior essay. It may be possible, through choice of subject, to correlate some of the independent reading described above with the seminar papers. In preparing the papers students should be asked to follow the manual of style used for graduate work in their field. Credits should be assigned for the seminars so that they may count toward the undergraduate major.

c. Foreign languages. Since a primary purpose of the MA-3 is to encourage students to go on to the doctorate, and since most doctoral programs require a reading knowledge of at least two foreign languages, the MA-3 requires preparation in two foreign languages rather than the one usually required for the A.B. The recommendation is that candidates begin or continue work in one foreign language during the first two college years and begin work in a second language during the third or fourth year. The object is to achieve proficiency in one language and reading skill in the second before receiving the master's degree. The candidate will then be able to pass his language examinations at the beginning of his doctoral study. In fields where another skill, such as statistics, is customarily substituted for the second language, requirements for the MA-3 should be appropriately adjusted.

d. Summer study. Formal course work in the summer should not ordinarily be required of MA-3 candidates, since they must devote at least part of their free time to independent reading. Summer study may be recommended in individual cases, however, for special purposes such as fulfillment of the foreign language requirement. It may be especially helpful to the candidate who enters the program late, with good ability but some lack of special background.

The Carmichael plan envisions the pregraduate programs as comparable with premed programs or prelaw. The requirements outlined above provide only the academic framework. Equally important is the continued development of esprit de corps through special activities, opportunities to meet and converse with distinguished scholars, and, most of all, a close faculty-student relationship. It has been found that the interest in scholarship and the achievement of pregraduate students, far from discouraging other undergraduates, serves as a leaven in the student body.

The Graduate Program

The final year of the MA-3 continues the work of the third and fourth undergraduate years to complete the master's degree requirements. The master's is conceived as demanding 30 credits of academic work beyond the A.B., most of it in the major field. If the institution awards other master's degrees, the MA-3 is regarded as an honors master's degree program. In addition to fulfilling all of the regular requirements, MA-3 candidates must complete the following:

a. Independent reading. The reading lists of the third and fourth undergraduate years are continued as a part of graduate work. By the time he receives his master's degree, an MA-3 candidate should be able to pass a Ph.D. qualifying examination in his major field.

b. Seminar and thesis. A thesis may be demanded of all master's candidates at an institution, but in the MA-3 program the thesis should be of especially high scholarly quality. The thesis seminar should continue the work of the junior and senior seminars in providing guidance and training in scholarly writing. By the time he receives his degree, the MA-3 candidate should be able to approach the writing of a doctoral dissertation with assurance.

c. Foreign languages. The candidate should complete work on his second language in the graduate year.

d. Teaching experience. Since one of the purposes of the MA-3 is to supply the need for college teachers, the candidate should be given one semester of supervised teaching experience at the junior college level in his graduate year. Preferably he should teach one 3-credit elementary course in his field under the close supervision of an experienced instructor.

Comprehensive examinations may or may not be required by a given program. The Carmichael plan assumes that they will probably be required of all master's candidates and that MA-3 students should be held to exceptionally high standards in passing them. Preferably there will be an oral examination on the thesis as well as written examinations, since the oral provides additional experience in meeting requirements for the Ph.D. The minimum B average which MA-3 students must maintain applies also throughout the graduate year.

The recommended program may be summarized as follows:

1st year	2nd year	3rd year	4th year	5th year
Completion of all general and area requirements for A.B.: English, social science, natural science, mathematics, foreign language, etc.		Pregraduate program. Completion of major, minor, and elective requirements for A.B.		Graduate program. Completion of requirements for M.A. degree.
Maintenance of scholastic average in upper 15-20% of class.		Maintenance of B average at least.		Maintenance of B average.
Identification of likely candidates as entering freshmen on basis of high school record, test scores, academic interests, personal qualifications.		Beginning study of a second foreign language		Completion of second foreign language requiremen
At end of second year, selection of candidates for pregraduate program on basis of college record. Some addition and elimination at this time. Transfer students to be admitted if they meet requirements.		Junior research training seminar: 2 semester papers requiring elementary research on assigned subject. Observance of scholarly style.	Senior research training seminar: senior thesis requiring research and observance of scholarly style.	Completion of 3 semester hours of supervised teaching experience at the junior college leve Completion of thesi Completion of compr hensive examinatio and defense of thes if required.
		Completion of independent reading in 3rd, 4th, and 5th years from lists compiled by faculty committees with a view to preparing students for Ph.D. qualifying examinations.		
		Summer study of independent reading. Summer courses only as needed by individual students to complete requirements.		

If the candidate goes on to the Ph.D., as expected, he should pass his foreign language and qualifying examinations in the first semester of his first year of doctoral study, complete his course requirements, and begin research the same year. In the second year he should write his dissertation, pass his defense, and receive the degree. If this seems optimistic, his long training in research writing as well as his thorough preparation in his subject and in foreign languages should be kept in mind.

The MA-3 is conceived as especially well suited to the needs of women students of high ability. If they are reluctant, as many women are, to commit themselves to the long-term demands of the doctorate, they can earn an unusually strong master's by the end of the 5th year and will be qualified to teach at the junior college level, where instructors are greatly needed. If, after completing the master's program, they wish to go on to the doctorate, they will find the time requirement considerably shortened by the preparation they have received.

Faculty and administration

Beyond the usual departmental organization, three faculty committees are recommended to support the MA-3, especially in its first few years.

a. Recruitment Committee. This committee, with 3-5 members, would seek to arouse interest in the program and might be asked to make recommendations on admission. It might organize programs on college teaching as a profession and might invite distinguished scholars to the campus. It would keep in touch with promising students during their first two college years and would counsel them on meeting the requirements for admission to pregraduate work. It might be authorized to study relationships with specific high schools and junior colleges with a view to recruitment.

b. Pregraduate Committee. Most of the 3-5 members of this committee would have undergraduate teaching as their primary responsibility, but at least one member should be primarily concerned with graduate work. The committee would be asked to keep in close touch with pregraduate studnets individually and as a group. It might cooperate with the recruitment committee in making recommendations for admission and with the graduate committee in establishing the lists for independent reading. It would continue the work of the recruitment committee in providing opportunities for students to hear and meet distinguished scholars and would in general promote close faculty-student relationships. The Carmichael plan suggests that in a small institution the same committee might perform the functions of recruitment and pregraduate supervision, but the recommendation is that in such circumstances the committee members would need released time for their extra duties.

c. Graduate Committee. The majority of this 3-5 member committee should be primarily concerned with graduate teaching, but at least one member should represent the undergraduate approach. The committee should work with department chairmen, and with the pregraduate committee if desired, in drawing up the lists for independent reading. The validity of the lists will depend on a clear understanding of the purposes, scope, and type of preparation needed for the Ph.D. qualifying examination in given subject matter fields and also on an understanding of the intellectual growth of students, year by year. The lists must be revised periodically to meet current standards.

The Graduate Committee must also work closely with students to encourage and advise them and with departments to maintain standards of quality. It may organize special meetings with scholars for graduate students, and it may set up seminars for departments at which standards, especially those for evaluating students' written work, can be discussed and compared.

The Graduate Committee might be asked to work with other colleges to help them arrange programs by which their graduates, holding the A.B. degree, could qualify to enter the MA-3 program in the final year.

Because the work of the Graduate Committee is likely to be extremely demanding, especially during the first few years of a new program, the Carmichael recommendation is that the members be given released time during these years to fulfill their duties.

The administration of the program is conceived as the responsibility of a graduate dean or director, who would work with the students, the faculty committees and departments, and the general administration of the college to coordinate efforts and plan for continuing success.

It must be kept in mind that the program as outlined above had not yet been tested in practice. As the analysis of actual programs will show, however, it was remarkably effective in providing a workable pattern which institutions could develop in relation to their individuality and their students' needs.

II. Programs in Operation

The MA-3 programs at the University of Arizona and at Pembroke College of Brown University have been selected as representative of programs in operation because they are full-scale adaptations of the Carmichael plan, achieving successful results under widely varying conditions. The differences as well as the similarities will be apparent in the following comparative chart:

	Arizona	Pembroke
Recruitment, identification, admission to MA-3	Incoming freshmen are offered a number of incentives to identify themselves as superior students: 1. They may apply for advanced standing with high scores on CEEB Advanced Placement exams. The exams must be forwarded to Arizona after grading at Princeton, and if the appropriate depts. then approve, freshmen may be exempted from req. courses and admitted to more advanced work in biology, chemistry, English, foreign languages, history, and mathematics. 2. They may score well on placement examinations after admission to college. In English they may win exemption from one semester of	Incoming freshmen are identified on admission on the basis of three criteria: 1. They must place in the predicted upper half of the entering class. 2. They must present 3-4 years in one foreign language in order to be able to study the literature of that language in college. 3. They must have demonstrated thei interest in and potential for pursuing a life of scholarship. Like Arizona, Pembroke permits incoming freshmen to win exemption from freshman English by examination (CEEB advanced placement or dept. exam). It permits them also to satisfy foreign language requirements (see next page) and distribution requirements (CEEB adv. placement or dept. exam), although it

	Arizona	Pembroke
Recruitment, etc. (cont.)	the freshman course and receive credit for that semester on successfully completing the second. In foreign languages they may fulfill the entire 16 unit undergrad. requirement by proficiency exam (but see below for additional FL req. for MA-3). In math they may be exempted from basic courses. In chemistry they may be admitted to Honors work even as incoming freshmen with consent of the dept. 3. They may receive non-residence credit by examination for up to 12 credits of college work by arrangement with the Registrar and the appropriate dept. (This privilege may be exercised throughout the undergraduate years; it is not restricted to incoming freshmen.) It might be noted that while the avenues to distinction for entering freshmen summarized above may reflect the less selective admissions policy at Arizona, the opportunities for acceleration are also helpful to MA-3 candidates who may wish to qualify for some graduate work in the fourth undergraduate year.	will not give credit by examination toward the undergraduate degree. Unlike Arizona, however, Pembroke uses none of these examinations or exemptions as selection devices for admission to the Master's sequence. The three criteria listed above are considered sufficient.
Freshman year	1. By doing distinguished work in the first semester of a basic course, freshmen may be exempted from the second semester and admitted to more advanced work. 2. Students interested in the MA-3 are strongly urged to qualify for Honors work in the second semester of the freshman year. To qualify for Honors a student must be nominated by a member of the teaching faculty, recommended by a faculty committee which reviews the nominations, and approved by vote of the University Honors Council. If admitted, the student is given special privileges and responsibilities: a. He participates in a special lecture series, "Frontiers of Knowledge," in which Arizona faculty and visiting scholars discuss research in progress and welcome questions.	The MA-3 is actually an MA-5 at Pembroke. That is, identification of incoming freshmen by the criteria summarized above is considered sufficient to permit a student to start the undergraduate-graduate sequence immediately. It is possible, however, for a student who does not fulfill expectations or who changes her plans to transfer to the ordinary undergraduate program at the beginning or end of any semester during her undergraduate years. Four courses are the normal undergraduate load at Pembroke. The special Master's candidate in the freshman year divides her program between two courses normally open to undergraduates and two designed for her special requirements.

Freshman Year (cont.)

Arizona

b. He is permitted to enroll in Honors sections of basic courses.

c. He is interviewed by a panel of faculty members, who question him about his work, the subject matter of his courses, his field of interest, his curricular and extracurricular activities, and his plans for the future. The purpose of the interview, which is repeated in the sophomore year, is to give the student the benefit of advice from several faculty members and also to give him experience in expressing himself orally so that he may be prepared for oral examinations and interviews in the future.

Among the general advantages of Honors work to an undergraduate, Arizona lists close association with faculty members, individualized planning, permission to enroll for excess credits, and permission to make freer course substitutions than other students. Upperclassmen may also pursue independent study and receive graduate credit for some courses taken as undergraduates (see below). Honors students are also given special consideration in applications for scholarships, and at the end of the sophomore year, in applications for the MA-3 program. The point may be repeated that Honors work at Arizona is not the same as MA-3 work but is regarded as the normal road of entry to the MA-3 program. Students may, however, continue Honors during their third and fourth years without applying for admission to the MA-3.

Since the MA-3 requires a minimum of two years in one foreign language at the college level (or the passing of an examination at that level) and at least one year in a second language, students interested in the program may include language study in their work for the freshman and sophomore years, but they are not required to do so.

Pembroke

a. The first of the special courses is a seminar open only to students in the Master's program and to a few others by permission of the dept. Such seminars are offered by the depts. of classics, economics, English, French, German, history, linguistics, philosophy, political science, Russian, sociology, and Spanish. The student normally elects her seminar in the field of her expected concentration, although a final choice of field need not be made until the end of the sophomore year. Seminar work consists of independent reading or laboratory experiment, the writing of critical papers, and seminar discussion.

b. The second special elective is language study: either a continuation of the language presented for admission or beginning work in a second language. No special courses for Master's students are offered in language, but the requirement of continued language study applies only to them, since other students may satisfy degree requirementsby passing a foreign language test at the intermediate level or above or entering with advanced standing in the language at the college intermediate level or above.

Each freshman in the Master's program will also be assigned to a faculty counselor, a member of the dept. of her major interest--the field in which she expects to pursue graduate work. This counselor will ordinarily remain with the student throughout the five years of the program. One faculty member in each participating department will usually counsel all of the special Master's students in that department and will bring them together periodically in informal seminars. If a student changes her field of concentration, a counselor from the new department will be assigned.

Pembroke, like Arizona, has an Honors program which is closely allied with special Master's work, but at Pembroke Honors work does not begin until the third year.

	Arizona	Pembroke
Sophomore year	1. The special lecture series, "Frontiers of Knowledge" continues throughout the sophomore year. 2. Sophomore Honors students are admitted to a special colloquim in natural science, conducted on a discussion basis with a small number of participants. 3. Sophomore Honors students are also admitted to a special section of the required Humanities course with a small enrollment. 4. The interview by faculty members, described above, is repeated in the sophomore year. 5. Language study may be continued. At the end of the sophomore year, a student is accepted or rejected for the MA-3 program. Admission is based on the following criteria: 1. Recommendation by a faculty member from one of the participating departments (at present, anthropology, English, French, geology, history, physics, and Spanish). 2. Academic record during the freshman and sophomore years, especially work in Honors courses. 3. Interviews of candidates by faculty committee. All candidates are screened by the faculty committee for the MA-3 program, under the chairmanship of the director of the program.	1. Candidates continue to fulfill language and distribution requirements. 2. Another special seminar, open only to candidates for the Master's program or by permission, is elected. 3. Counseling by the special faculty adviser is continued. 4. At the end of the year each student chooses the field in which she eventually expects to pursue graduate work. The record of each student in the program is reviewed at the end of the sophomore year. It is expected that at this point successful candidates will be admitted to the Pembroke Honors program, eligibility for which requires a cumulative average of 2.75 or above. Some students who were not originally selected for the Master's program but who have demonstrated scholarly excellence in the first two years may also be invited to participate at this time. At Pembroke, as at Arizona, a student may participate in the Honors program without electing to participate in the special Master's program, but at both institutions a student in the Master's program is expected to qualify for and to do Honors work. At both institutions Honors work is available only in specified departments. These departments at Arizona are listed in the opposite column; at Pembroke they are the ones in which special freshman-sophomore programs are available: classics, economics, English, French, German, history, linguistics, philosophy, political science, Russian, sociology, and Spanish.
Junior year	Between the sophomore and junior years, the MA-3 candidate is required to elect an Honors course in summer reading for 1-3 credits. He reads from a list drawn up by his major adviser, and on his return	At the beginning of the junior year each student comes under the supervision of the Honors Director within her major department. This is a senior faculty member in close touch with the Graduate School. Honors

	Arizona	Pembroke
Junior year (cont.)	he takes an oral or written examination or submits a report on this reading to the satisfaction of the adviser, who then sends a grade to the Registrar for entry on the student's permanent record. During the junior year the student takes the course Honors for Juniors for 2-4 credits in his own major department. This course requires independent study under the direction of a faculty adviser from the department and culminates in the writing of a report. The work is designed to introduce and accustom the student to the sources, tools, methods, and techniques of his major field, and hopefully it will prepare the way for the selection of a senior Honors project, which will in turn lead to the master's thesis. In addition to his Honors course, the junior pursues regular course work in his major and related fields and continues foreign language study if he has not yet fulfilled the requirements. At the end of the junior year the MA-3 candidate is given an oral examination by a panel of faculty members. The examination includes questioning on his course work, his program, and his plans.	work differs slightly from department to department, and programs must be planned to meet requirements and yet suit the needs of individual students. Each student also continues to benefit from the advice of the faculty counselor with whom she has worked since the freshman year. Juniors, in general, elect Independent Study in the major field, together with several courses required for Honors in that field. (Honors students normally take at least ten semester courses, excluding elementary courses, in the major field during the junior and senior years; some of these are required courses and some electives, the proportion varying from department to department.) At the end of the junior year each candidate's record is reviewed by the directing committee to determine whether she may continue in the program.
Senior Year	Between the junior and the senior years, the candidate elects a second course in summer reading for 1-3 credits. As before, the list is drawn up by the major adviser, and the student is given a grade on his return after submitting a report or being examined on the material. During the senior year the course Honors for Seniors, carrying 4-6 credits, leads to the writing of an Honors paper (considered the equivalent of a senior thesis). As noted above, this work is designed to lead to the master's thesis. If the student has taken advantage	In the senior year each candidate is required to take at least one independent study course designed to increase her competence in bibliographical or laboratory methods in her major and she does as much work as possible possible in Honors seminars. Comprehensive examination and thesis requirements for undergraduates differ from department to department. In general, comprehensive examinations are required of all undergraduates in non-sequential majors, and special Master's candidates observe the general regulation. A thesis is required of Honors students (hence Master's candidates) in some fields

	Arizona	Pembroke
Senior Year (cont.)	of opportunities for acceleration throughout the undergraduate years (credit by examination, summer reading, etc.), it is expected that he will complete his credit requirements for the A.B. degree before the end of his senior year. Depending on his rate of acceleration, he is therefore permitted to take up to 15 units for graduate credit during his senior year. In no case can the same credits be counted toward both the undergraduate and the graduate degree, but this device for acceleration is especially helpful to the student who expects eventually to proceed to the Ph.D. and wishes to complete his credit requirements as soon as possible. Candidates are also encouraged to take the foreign language reading examination for the master's degree (one language required) during the senior year. A special feature of the Arizona program during the senior year is an "apprenticeship" which he serves with one faculty member in his major field. He does such work as assembling bibliographies, surveying library holdings on a special subject, preparing tests and questions, correcting examinations, reading special papers or reports, setting up laboratory experiments and demonstrations, classifying and preparing specimens for collections, reading proof, compiling special indexes, and reading and preparing abstracts of books or articles of special interest. He spends about 5 hours a week at this work and is paid at an approved hourly rate. The purpose is to provide him with some experience in preparation for his teaching assignment in the graduate year, to give him a taste of academic life, and to provide an opportunity for him to work closely with a faculty member in his chosen field.	but not in others. For example, a thesis is required in classics, in English, in history, in sociology; no thesis is required in economics, in French, in Spanish. The Honors examination differs from the general comprehensives and is required of all candidates. It may be oral, written, or both. In fields where a thesis is required, it emphasizes the material of the thesis and related subjects. If there has been no thesis, the examination concentrates on the student's course work and independent reading. At the end of the senior year the successful candidate receives her A.B. degree with Honors.

	Arizona	Pembroke
Senior year (cont.)	During the second semester of the senior year the student must pass a comprehensive written examination given by his major department and finally an oral examination on his field and the material of his thesis. The oral examination is conducted by a panel of faculty members appointed by the Honors Council of the University. At the end of the senior year successful candidates receive the A.B. degree with Honors.	
Graduate year	Course work at the graduate level is continued, and students who earned some graduate credits the preceding year may now begin to earn credits in excess of the master's requirement, to be counted toward the doctorate. A thesis is required. The subject will preferably be developed from work done for the senior thesis the preceding year. Independent reading and investigation done during the junior and senior years and in the graduate year in preparation of the thesis should, it is felt, constitute at least one fifth of a student's total credits during these three years. During the graduate year candidates are asked to pass the foreign language test in a second language. This, together with the test which they passed in one foreign language during their senior year, satisfies the language requirements for most doctoral programs. The candidate also is given one semester's teaching experience at the college level during his graduate year, preferably as a regular graduate assistant in his department. He conducts lectures and discussions, supervises recitations and laboratory sections, assigns and corrects written work of several types, evaluates and grades recitations and written work, and conducts remedial sessions.	Course work is continued at the graduate level, but emphasis falls on independent study and research. A thesis is required in which the student is asked to demonstrate her grasp of method as well as subject. For teaching experience, each student is assigned to a senior faculty member who acts as counselor and provides opportunities for the student to advise undergraduates, direct laboratory work, and aid in classroom instruction. A general qualifying examination in the field of the student's specialty is also required for the degree. At the end of the graduate year successful candidates receive the M.A. degree.

	Arizona	Pembroke
Graduate year (cont.)	This experience is given preferably in the first semester so that the second semester will be free for the completion of the thesis and preparation for the final examination. For his teaching the student is paid at regular rates for a graduate assistant from departmental funds. Finally, the candidate must pass an oral examination on thesis and subject field. Since he has been examined orally by a faculty committee at least once a year for the five years of his undergraduate and graduate work, assuming that he took advantage of Honors opportunities, the graduate oral will be less formidable to him in prospect than it would be to the average student, and he will be well equipped for further oral examinations if he decides to proceed to the doctorate. At the end of the graduate year, successful candidates receive the M.A. degree.	
Faculty and Administration	The program is administered by a Director attached to the Graduate College of the University, with the cooperation of the Director of the Honors Program for undergraduates. These directors are advised by faculty committees such as the Honors Council and by the participating departments. Faculty members are called upon to advise and work closely with students, especially in directing independent reading and research and in carrying through the apprenticeship and assistantship programs. They also serve on examining panels at all levels of the curriculum and participate in the "Frontiers of Knowledge" lecture series. Such special responsibilities are weighed in determining course load, though no published formula is available.	The program is administered for Pembroke College by the Dean, who serves as Chairman of the Special Master's Degree Program. There is a corresponding administrator for men at the College, and constant cooperation is maintained with the Dean of the Graduate School. The Director of the Honors Program and the Honors Council advise on the coordination of Honors work with the program. Participating departments have a high degree of freedom in establishing requirements (thesis, examinations, required courses) and offering special programs such as freshman seminars. Faculty members are called upon within their own departments to serve as five-year counselors, to direct Honors work within the department, to serve on departmental Honors committees, to direct student teaching,

	Arizona	Pembroke
Faculty and administration		to direct work on theses, to give comprehensive and oral examinations, etc. As at Arizona, such responsibilities are weighed in determining course load, but there is no published formula.
Finance	The Arizona program is described as "not in itself a scholarship program in a financial sense," but participants are encouraged to apply for scholarships and fellowships through regular channels with confidence that they will be "quite likely to fare well in the general competition." Beyond this, some "modest" financial assistance has been provided especially for participants. Beginning with the junior year, money is provided for the purchase of books for summer reading, for subscriptions to professional journals, and for acquisition of special reference works. Some direct grants are made for special research projects, including field projects, and for special study such as enrollment in a summer foreign language program. Finally, as noted above, students are paid at the regular hourly rate for the work of the senior year apprenticeship and at the regular rate for the assistantship of the graduate year. Arizona received a five-year grant from the Fund for the Advancement of Education to start the program. Most such grants are in excess of $200,000, but Arizona does not specify the exact amount.	No special scholarships or fellowships are designated for the program, but as at Arizona, students who need aid may apply through the regular channels. Since to be in the program they must have outstanding academic records, they are thought likely to fare well. There are no special grants for books, special projects, or apprenticeships. Graduate assistantships are available in the graduate school on a regular basis, and those students who carry a regular assistantship program are paid at the regular rate. The Brown University grant from the Ford Foundation for this program was $262,000 to provide support for five years. This amount was to be used for subsidy at Pembroke, the College, and the Graduate School; hence it cannot be considered in relation to Pembroke alone.
Prospects	Arizona has been a leader in instituting programs for the superior student at both the undergraduate and the graduate level. The MA-3 is considered a natural extension of this movement toward excellence and has already been integrated into the university structure of honors and encouragement of advanced study. The Director of the program, Professor	At Pembroke, as at Arizona, the integration of the special master's program with the honors structure already in existence has been helpful in relating it to institutional traditions. The more selective admissions policies at Pembroke lead to less emphasis in the program on the identification of the superior student and the conferring of distinction and special opportunity.

	Arizona	Pembroke
Prospects (cont.)	Thomas W. Parker of the Graduate College, writes that it has upgraded scholarship on the campus, especially among liberal arts students, and that for superior students it has provided an unusually strong academic sequence, a distinction to be earned, and the opportunity to work closely with able and respected faculty members. He is particularly interested in the fact that the program has helped to erase "the artificial line between undergraduate and graduate work" and that it has been "especially beneficial for those students--of whom there is a high number--continuing on for the doctoral degree."	Yet there is some sense of distinction in the expressed philosophy of the Pembroke program, "that the educational process should be a continuum, that for many students undergraduate work should lead simply and directly to graduate work, and that the attitude and competence required of a graduate student may be instilled within the undergraduate years." While the student who completes the program is believed to be qualified to teach her specialty in a junior college or the first two years of an undergraduate college, the many who are encouraged to proceed to the doctorate should be able to earn their degrees in only two or three additional years. As a further encouragement to doctoral study, if a Pembroke student decides after her senior year in this program that she wishes the Ph.D., she is permitted to bypass the M.A. because of the unusually strong training of her undergraduate years.

The comparison of the Arizona and Pembroke programs and the relationship of both to the original Carmichael plan shows that despite differences in detail a common philosophy finds expression in features characteristic of both: identification and recruitment of superior students, provision for independent reading and directed research at the undergraduate as well as the graduate level, establishment of an undergraduate-graduate sequence to ease the transition from college to graduate school, development of skill in two foreign languages, introduction to teaching in the undergraduate or junior college, encouragement of doctoral study. Special features--freshman seminars, summer reading, teaching apprenticeships--reflect the imaginative interpretation of the basic principles in the context of institutional resources and needs.

Other Institutions

Since every institution studied offers some special features distinctively its own, a complete summary would be lengthy. A selection may be useful, however, in indicating the variety which exists:

1. Co-curricular events. Most institutions arrange some special lectures, discussions, and the like, for MA-3 candidates (see the "Frontiers of Knowledge" series at Arizona described above). The

events scheduled at New York University are related to these but are notable for the full use they make of the resources of the University and of New York City itself. The "co-curricular" designation derives from the fact that although these sessions are not formal courses, they are considered a part of the Ford Scholar (MA-3) curriculum, not "extra-curricular" in the usual sense of that term.

The N.Y U. sessions have been developed from a pilot project of the 1963-64 academic year. About ten meetings were held that year, from November to April, and most drew upon the resources of the university: the Fales Collection of rare books, taping sessions of Sunrise Semester lectures, and a tour of the Institute of Fine Arts. Visits to the U.N. and the New York Historical Society were included also. Some distinguished members of the faculty and administration participated, for example, Dean William Buckler and Dr. Sidney Hook.

In 1964-65 the series was expanded and the emphasis shifted from tours to seminars and discussion meetings. Four early fall meetings centered on the cultural resources of New York and included a tour of the ANTA Washington Square Theatre. These were followed by a series of seven meetings on various aspects of college teaching. Speakers included Professors Emanuel Stein and David Boroff, and students were again invited to taping sessions for the Sunrise Semester. Finally, from March to May, there was a series of six meetings on the contemporary arts, led by such practicing artists as Virgil Thomson and Marianne Moore. Throughout the year, the meetings were supplemented by a series of faculty-student buffet luncheons to provide an opportunity for informal association and discussion. An effort was made to bring to the luncheons those faculty members whom students had expressed a special desire to meet.

The 1965-66 series was comparable except that there was further emphasis on the arts in contemporary America, with four sessions each on the visual arts, music, and poetry. Richard Rodgers, Virgil Thomson, Muriel Rukeyser, Robert Lowell, and Richard Wilbur were among the participants. Seminars on college teaching and scholarship were led by such guest speakers as Professor Robert Langbaum of the University of Virginia and Henry Simon of Simon and Schuster.

After three years of operation the series has proved to be important in stimulating interdisciplinary interests among students, in orienting students toward academic and intellectual life, and in recruiting students eager to participate in a program offering such opportunities in addition to formal study.

2. Interdisciplinary courses. The interdisciplinary movement has been gaining strength for many years, since the early experiments with American Studies, Medieval Studies, and the like. Because the MA-3 programs point toward graduate work, which normally requires specialization, relatively little has been done to introduce interdisciplinary courses or sequences within them, even where such courses or sequences are available. At Pembroke, for example, a student may do Honors work in interdepartmental fields, and in addition University Courses in Interdisciplinary Studies have been sponsored at Brown by the Carnegie Corporation and are open to Pembroke students; however, these do not form a part of the MA-3 sequence. This situation makes more notable the few experiments that are being made. At N.Y.U. some interdisciplinary courses, for example, an exploration of relationships between English literature and philosophy, are planned for MA-3 undergraduates at University College. At the University

of Colorado a social science-interdisciplinary course is required of all Colorado Scholars (MA-3 participants) in the junior year. This is a weekly two-hour colloquy between students and an interdepartmental staff of four or more on the relevancy of the students' specialties to general knowledge; it is planned to give students experience in handling ideas (the 1965 topic was "Decision and Choice in a Democratic Society"). At Tulane University a series of interdepartmental colloquia for participants extends from the second through the fourth year. For second-year students a broad, general topic is proposed each year (for 1965-66, "Is There Anything Universal in Man?" and for 1966-67 "Man Against Myth: A History of Fallacious Theories"). For third- and fourth-year students there is a choice among colloquia in the humanities, the natural and life sciences, and the social sciences (humanities topic 1965-66 and 1966-67, "An Investigation of the Arts in the Twentieth Century"; natural and life sciences topic for the same years, "Contributions of Physics and Chemistry to the Biological Sciences"; social sciences topic 1965-66, "Social Criticism in Satire," and 1966-67, "Values in the Social Sciences: Invaluable or Worthless?"). At St. Louis University, required philosophy and special reading courses are designed to guide participants toward a synthesis of their specialized knowledge and an understanding of the relationships between it and other fields. All of these programs are still experimental, but they reflect consciousness of a need for balance between increasing specialization and the liberal arts tradition.

3. Junior year abroad. Only one university among those studied specificially relates a special master's program to the junior year abroad, but this relationship is well defined and correlated with the program as a whole. The Tulane Scholars and Fellows Program is designed, like the Pembroke program, to extend from the student's first year in college through his first graduate year. For the first three years the student is called a Tulane Scholar, and for the last two years he is called a Tulane Fellow. This division, together with the early start in the freshman year, makes it possible for the junior year to serve as a culmination of basic studies, to be followed by the advanced phase of the program, and Scholars are urged to enroll for the Junior Year Abroad Program. Tulane does not maintain its own campuses abroad but gives credit for approved programs at universities in Great Britain, France, Germany, Spain, Italy and Israel. Since "full competence" in one foreign language and sufficient knowledge of another to use it in research are required of all Scholars and Fellows at Tulane, as of MA-3 candidates at almost every institution, study abroad is considered valuable in meeting the foreign language requirement as well as in providing opportunities for cultural exchange and depth in various fields of major interest.

4. Pregraduate summer session. Although almost all of the MA-3 programs have successfully helped students to earn the master's degree within a year after receiving the A.B. and also to accelerate the Ph.D. if they choose to continue their studies, a few reports record delays at the master's level because of difficulty in finding a topic and completing research on the thesis. This difficulty does not seem to arise at institutions which require independent study culminating in a senior thesis during the undergraduate years. At the University of Wyoming, however, the senior thesis is optional, and all MA-3 candidates are required instead to complete a five week summer term in residence after receiving the A.B. This summer term is devoted to exploring a thesis subject, or if the student has already made progress on his thesis,

to completing some graduate course work in advance of the fall semester. To lessen the financial burden of the summer session, each student participating in it receives a stipend of $400.

4. Relationships with junior colleges. Since one of the purposes of the original Carmichael plan was to educate faculty members for junior colleges and also to provide superior advanced programs for honor graduates of junior colleges, a number of MA-3 institutions emphasize the establishment of close relationships with junior colleges for recruitment, for practice teaching in the graduate year, and for placement of students who complete the program. The University of Denver specifically works on recruitment and placement with the cooperation of junior colleges in the area. Tulane, despite its preference for five-year planning, accepts qualified junior college graduates as third-year students on the same basis as students who have spent their first two years at Tulane. Stetson has developed a placement arrangement with Florida public junior colleges to the point where appointments are assured for all students who complete the fifth year at Stetson and receive the master's degree.

5. Recruitment of women. The MA-3 has proved to be especially effective with women students. Professor Richard Morland, Director of the program at Stetson, writes of the advantages of the MA-3 for women, for the sponsoring institution, and for the community:

> Most women undergraduates, at this point in their careers, are thinking of things other than spending four years pursuing the elusive Ph.D. They are, however, quite interested in obtaining the master's, and they make excellent teachers. In the revision of our program which will take place next year when the Ford grant expires, we intend to give particular attention to this aspect.

Stetson is coeducational, but Professor Morland suggests that the MA-3 would be very effective also at a women's institution. In relation to this, it is a fact that at a number of universities which have coordinate men's and women's colleges--Tulane, for example--the women's college offers a broader and more diversified MA-3 undergraduate program than the men's: more special courses, lectures, honors seminars, and the like.

Finance. Many institutions, like Arizona and Pembroke, specifically announce that the MA-3 is not designed to offer special financial support to students. Applicants in need of assistance are urged to apply through the regular institutional channels, where their outstanding academic records usually assure them of full consideration. Beyond this, small awards for the purchase of books and subscription to journals and payment at regular rates for teaching and other work done as graduate assistants are the only funds available for direct aid. At such institutions the Ford grants have been used entirely for administrative expenses, faculty salaries, visiting scholar programs, library purchases, and other costs related to facilities and personnel.

A few institutions, however, offer direct subsidies to students who qualify for the MA-3. The $400 stipend for a pregraduate summer session at Wyoming has been mentioned above (Item 4). Wyoming also awards

$300 per year for the junior and senior undergraduate years to every participant in the program, and for the graduate year it awards $1201.50 plus remission of fees to every participant. Florida State University offers $100 for the junior year, $200 for the senior year, and special consideration for graduate fellowships of $1800 or assistantships at $1200 during the graduate year. The University of New Mexico reports the most generous grants: $250 for the junior year, $400 for the senior year, and for the graduate year $2200 (only half of which is charged to the Ford Foundation).

As for faculty costs, a reduction in the teaching load of participating faculty members has been found necessary to allow time for preparation and for the individual counseling and direction of independent study which the program requires. New Mexico experimented with increased reimbursement vs. a reduction in load and concluded that if a choice must be made, the reduction in load is essential. The recommendation of the Coordinating Council at New Mexico for the establishment of a permanent program after the "phase-out" of the Ford experiment stipulates that faculty members should have these special responsibilities "entered into a definition of their 'full academic load' when administrative decisions are made concerning teaching assignment." It might be noted that this decision bears out Middle States recommendations on the establishment of graduate programs as recorded in an earlier report.

Finally, while budgets for the program are not generally available, the New Mexico budget for 1964-65 has been published and is reproduced in Supplement A of this chapter. Since every institution offers its own interpretation of the MA-3, and since there are wide differences from place to place in the number of participants, the variety of special course offerings, etc., no one budget can be considered typical of all, but this may serve at least to illustrate the practical financial arrangements of a program in its fourth year of operation.

III. College-University Cooperation

A special development of the MA-3 idea has become increasingly important with the recent interest in consortia and other arrangements for inter-institutional cooperation. In a cooperative MA-3 program the student completes his undergraduate work at a liberal arts college, following a course of study which parallels the undergraduate portion of the MA-3 curriculum, with emphasis on independent study, research writing, two foreign languages, etc., and then for his graduate year transfers to an affiliated university. The Michigan Scholars in College Teaching Program, entailing cooperation between Kalamazoo, Hope, Calvin, Alma, and Albion Colleges and the University of Michigan, conceived in 1961-62, was one of the first of its kind and has been so successful that plans call for an indefinite extension after the Ford grant expires. Similar cooperation exists between the University of Chicago and some 36 liberal arts colleges in the Middle West. Only last year (July, 1965) the Ford Foundation approved a grant to implement a cooperative program between the University of New Hampshire and five colleges in its area: Plymouth State, Keene State, Nasson, St. Anselm's, and Bates.

All of these programs have been reported as beneficial to the institutions participating in them, but one danger of the "college cluster" idea is that the colleges may lose some degree of their individuality because of the dominance of one university over the group. A different arrangement, and one of promise, has been established between Goucher College and four universities: Brown, Duke, North Carolina, and Western Reserve. Goucher has also a separate arrangement with Johns Hopkins which permits qualified Goucher seniors to take graduate courses for credit at the university. Because of the special interest of the Goucher plan, the following details of its operation may be helpful:

Recruitment and admission

Goucher prefers to identify prospective candidates as entering freshmen, and to encourage inquiry and application from able high school seniors the college has prepared a small brochure, "The College Teacher Program," for distribution to selected students. The brochure briefly outlines the program at Goucher and at the cooperating universities and relates the program to Goucher's tradition of "pioneering efforts . . . to coordinate the curricula of the secondary schools, the colleges, and the universities . . . [and] to assist and encourage the exceptionally able student." The brochure emphasizes the need for college teachers and the special advantages to women of a college teaching career, which, it points out, "is compatible with marriage and the rearing of children." Students are invited to inquire further about the program from the Director of Admissions at Goucher.

Qualifications for admission to the program, beyond the general qualifications for admission to the college, are specified as intelligence, an excellent scholastic record in high school, proficiency in at least one modern foreign language, and interest in teaching.

When the program was started in 1963, Goucher estimated that if 100 likely candidates were identified in the freshman class, about 25 of these could actually be expected to go on to work for advanced degrees. In actual figures, 82 members of the class of 1967 were associated with the program as freshmen in 1963; by the beginning of the sophomore year that number had shrunk to 50; at the beginning of the junior year there were 34, of whom 5 were not on the original list; it is expected that 20 of these represent a hard core and will definitely go on to graduate work. The estimate of attrition was therefore fairly accurate, although it may prove to have been high if a number of good prospects who are not yet definitely committed decide in favor of graduate work during the senior year.

Freshman year

Students are advised in their choice of programs by "guidance officers" (in the Goucher system, these are almost all members of the faculty who are not chairmen of departments).

Foreign language study is emphasized, with the object of attaining proficiency in two modern foreign languages by the end of the sophomore year (assuming that the student enters college with a good background in one foreign language).

A special feature at Goucher is the freshman seminar, designed to give the superior student "a vivid, immediate engagement with the techniques of independent work and research." Candidates for the College Teacher Program are expected to participate in one of these seminars during the freshman year.

Sophomore year
Foreign language study continues, as does fulfillment of basic academic requirements. The "guidance officers" continue to advise candidates until the end of this year.

At the end of the year students who hope to continue as participants in the program are asked to fill out a questionnaire concerning their interests and plans. This questionnaire is returned to the dean, who in turn distributes the information to the chairmen of the prospective major departments of the candidates (at Goucher the departmental chairmen serve as major advisers). The chairmen will have the responsibility of announcing the names of students officially accepted as "pregraduates" during the junior year, of advising those students during the junior and senior years, and of establishing a liaison with the graduate departments in their field at the appropriate universities; the questionnaire is considered important for guidance in all of these areas. (A copy of the questionnaire is provided in Supplement B of this chapter.)

Although ideally the student is expected to reach the "literature level" of her second foreign language by the end of the sophomore year, Goucher reports some disappointment with actual results. At least two good candidates in 1964-65 were only starting a second language at the end of their junior year; possible reasons for the delay included poor preparation in high school, late decision to enter the master's program, the crowding out of language courses by major requirements. Whatever the reasons, it is considered possible for such a student to meet the requirements if she takes an intensive summer language course between her junior and senior years. The college prefers, however, that the summer work be done between the sophomore and the junior years, and it provides limited funds to assist needy students to complete summer language programs at that level. Awards are made by a committee of departmental chairmen, acting with the dean; $3327 was awarded in 1964-65.

Junior year
Students work to fulfill major requirements and continue foreign language study if necessary. They are now advised by the appropriate departmental chairmen.

The Goucher academic year, from September to June, is divided into three terms, with each term followed by a vacation. When the College Teacher Program was instituted, it was planned that the names of "pregraduates" would be officially announced by departmental chairmen at the end of the sophomore year. After some experience, however, it was decided to delay the announcement until the end of the first term of the junior year. This provides the student with a little more time to make sure of her interests and plans, and it also provides time for her to become known to her major adviser. Acceptance as a pregraduate is roughly equivalent to matriculation in the program on the basis of over two years of college work.

Senior year

Students complete their major requirements with the advice of departmental chairmen.

As direct preparation for graduate work, students complete either a two-term independent work project at Goucher or a graduate course in the major field at Johns Hopkins. Brown, Duke, North Carolina, and Western Reserve have agreed to credit the graduate course at Johns Hopkins toward the master's degree "provided the course credit is in excess of the quantitative requirement for the Goucher A.B."

Graduate year

Goucher graduates enter the regular master's programs at Brown, Duke, North Carolina, or Western Reserve, assured of their acceptance because of their participation in the undergraduate program. Goucher "confidently expects" that the program will have provided such strong academic background in the undergraduate years that participants will earn the master's degree after one year of graduate study and the Ph.D. after three years. This expectation is still to be tested, since the first group of participants will not begin graduate work until the fall of 1967.

One problem which has arisen even before the start of the graduate phase of the program is that of the student whose interests and academic needs lead her toward graduate work at a non-affiliated university. A strong record may assure her of admission elsewhere, but is she eligible to participate in special features of the program and perhaps benefit financially from it--be given grants for summer language study, for example--if she does not intend to complete it within the affiliated institutions? Goucher cites one example of a student whose field is best pursued in a special program at Harvard, and another of a student taking her senior year at Princeton in the Critical Languages Program. To provide for such students Goucher hopes to increase the number of its affiliations, even on an individual and perhaps temporary basis. There remains the question of graduate fellowships, however, which are hoped for from the permanent affiliates but may not be available in a temporary affiliation.

Faculty and administration

Of all the programs studied, that at Goucher has the least special faculty-administrative machinery. The primary reason for this is that since graduate work is not offered at the college itself, the program is mainly one of counseling students to meet graduate requirements by taking advantage of established features of the Goucher curriculum, such as freshman seminars, language study, and senior projects, and the counseling is done within the regular college structure. Grants for summer language study and the establishment of a personal liaison between departmental chairmen at Goucher and corresponding departments at the affiliated universities are innovations but would scarcely have an immediately perceptible effect on college life.

This situation has both advantages and disadvantages for the college. The advantages lie in the lack of disruption of already strong channels of undergraduate education. The disadvantages lie, on the one hand, in making the college a directly preparatory institution for specified universities, and on the other, in the absence of certain distinctive features which have brought a new intellectual enthusiasm and spirit of dedication to other MA-3 campuses: special lectures, courses, academic sequences, and the visible articulation of undergraduate and graduate work.

CONCLUSION

The growth and success of the MA-3 idea, from its conception in 1960 to the reality of some forty programs at colleges and universities today, must impress the observer.

This is not to deny that problems remain to be solved. Institutions which started programs with the help of Ford grants must now find ways to make them self-sustaining. Improvements are needed in the identification of superior students, especially in the freshman year; in the early fulfillment of foreign language requirements; in the guidance of undergraduates in independent reading and research. Evaluations of faculty teaching load must be made to provide more time for individual counseling and the direction of student projects.

One of the objectives of the program, too, may need restatement. It will be recalled that Dr. Carmichael specified his interest in educating able faculty members for the growing number of junior and community colleges and for freshman and sophomore classes in four-year colleges, and many of the Ford grants were made for this purpose. The academic community, however, still has grave reservations about any degree less than the doctorate as preparation for college teaching. A conference of some forty directors of MA-3 programs in Chicago in November, 1964, produced a consensus that the master's degree, even with strong preparation, is a "journeyman's card" to be used only until the young instructor can proceed to the doctorate. This problem is solving itself in that almost all MA-3 directors report that a remarkably large number of their graduates are continuing study with notable success. The MA-3 is seldom terminal but provides both incentive and preparation for the highest degree.

In this connection, the recent Yale announcement (May 12, 1966) of a two-year master's degree program leading to the M.Ph., the Master of Philosophy degree, has an interesting relationship to the MA-3. Dr. Carmichael's original plan specified that the degree to be awarded students who completed the strong program he outlined should be called the Master of Philosophy to distinguish it from weaker degrees. When the Ford grants were made, however, institutions were left free to name their own programs and degrees, and the traditional M.A. was generally retained--sometimes called the Honors M.A. Meanwhile, administrators and scholars continued to work on the problem of the so-called A.B.D.'s, ~~the candidates for the doctorate who complete all~~ requirements except the dissertation and continue thereafter to wander in a degreeless professional limbo, somewhat higher than the master's but lower than the doctoral level. In November, 1965, Fredson Bowers of the University of Virginia published a suggestion that a new degree, the Doctor of Arts, be instituted for such persons, and in March, 1966 a faculty committee on educational reform at the University of California at Berkeley recommended the adoption of this suggestion. There was some fear, however, that a new doctoral degree might debase the Ph.D. The Yale M.Ph. is therefore designed to incorporate the same idea--all requirements for the doctorate except the dissertation--with a degree title borrowed from the Carmichael plan.

There can be no doubt that the M.Ph., which requires an extra year of course work, is stronger than any master's degree which can be earned in a year beyond the A.B. Yet, except for professional or semi-professional degrees which traditionally require two or three years--the M.F.A. and the M.B.A., for example--it is difficult to defend requiring more and more time for the master's. The reluctance to recognize the master's as preparation for college teaching remains and seems likely to endure. One of the chief virtues of the MA-3 is that it offers strength without prolongation and that it actually accelerates the doctorate for those who can and do go on.

The many other virtues of the MA-3 will be apparent from the content of this report: the challenge to superior students and provision for their development; the encouragement of able young women who may be reluctant to commit themselves for more than a year beyond the A.B.; the raising of undergraduate standards in the process of developing an undergraduate-graduate continuum; the stimulation of academic achievement in high schools and junior colleges, both through the incentive of qualification for the program and through the education of able teachers; the education of personnel with superior qualifications for non-teaching fields such as government, business and certain professions.

The MA-3 is a challenge to the college as well as to the student, and its response to today's needs justifies the effort it requires.

SUPPLEMENT A

Financial Statement of the Career Scholar Program
University of New Mexico
1964-1965

Note: The Career Scholar Program (MA-3) at New Mexico completed its fourth year in 1964-65. Fifty students were enrolled in the program that year (11 graduate students, 25 seniors, 14 juniors). Twelve departments (54 faculty members) participated, as did four deans, the Academic Vice-President of the University, and the Director of the General Honors Program. The program had its own newsletter (6 issues) and sponsored three special meetings and colloquia for participants as well as a series of informal discussion meetings. Stipends were given to students (see page 40 of this report). In the following statement, salaries for the Director (Assistant Dean of the Graduate School) and others reflect only the portion of time devoted to this program, not full amounts.

Salaries:		
Director	$ 4,500.00	
Secretary	2,100.03	
Faculty advisers	13,025.00	
Total salaries		$19,625.03
Student Stipends:		
Juniors	3,693.75	
Seniors	8,062.52	
Graduates	12,125.00	
Total	$23,881.27	
Summer Stipends	800.00	
Total Student Stipends		$24,681.27
Book Allowances for Students		129.15
Supplies and Equipment		19.60
Meetings, Including Honoraria for Guest Speakers		451.80
Publications and Information Bulletins		74.89
		$44,981.74
Cash Balance, July 1, 1964	$12,690.80	
Cash Received, Sept. 18, 1964	$44,000.00	
Total		56,690.80
Current Year's Expenditures		44,981.74
Cash Balance, June 30, 1965		$11,709.06

SUPPLEMENT B

Goucher College Questionnaire

(From the Office of the Dean)

QUESTIONNAIRE FOR SOPHOMORES INTERESTED IN COLLEGE TEACHING AS A CAREER

We are trying to map out the direction and focus of your studies for the next two years and to work out the synchronization of your undergraduate work with your graduate studies in order to assist you in acquiring your first advanced degree as speedily as possible. In order to help you and your major adviser in planning for the next two years, we need to know the answers to the questions below. Will you complete the questionnaire and return it to me as quickly as you can. Your replies will not commit you in any way but they may serve us and you as guidelines in planning for the future.

Name	Class

(1) What do you now expect your major to be?

(2) What are the fields of study (or courses) that you consider should support your major?

(3) Have you developed an interest in any period in History - 19th century - 18th century, for example?

(4) What two modern foreign languages do you expect to carry forward to an advanced level?

(5) Do you plan summer study of one of the foreign languages this summer? Where? (Please indicate in which language and at what level you plan to study, as well as the duration of the program.)

(6) Do you expect to finance this yourself or will you need aid?

(7) Have you applied for aid? From what source?

(8) If you consider it necessary to apply to Goucher for financial aid for summer study, please complete the attached form.

(9) Which one of the four universities with which we are affiliated do you think you would like to attend?

MASTER'S DEGREE PROGRAMS IN EDUCATION

Master's degrees in education account for approximately 40% of all master's degrees awarded annually in the United States--more than in any other field, professional or academic. Although education is also the leading major field in bachelor's degrees, it accounts for only about 25% of these as against 40% of the master's, according to the most recent figures issued by the U.S.Office of Education (Summary Report, 1966). Education, moreover, is an especially important field of graduate study for women. Of all master's degrees awarded, women have been earning an average of 30-33% during the 1960's, but they have been earning 44-54% of master's degrees in education. To put it another way, 58-62% of all master's degrees awarded to women have been in education.

The needs of the community, to the point of national crisis, as well as professional patterns and requirements underlie these figures. The post-World War II school population explosion, the post-Sputnik pressures to upgrade the quality of instruction in the schools, and the increased social pressures on education in the 1960's have been widely publicized and have stirred response. One direct result has been a sharp increase in the number of elementary and secondary schoolteachers: more than half a million additional teachers in the decade from 1950-1960, a continued increase at the rate of approximately 100,000 every two years since that time, and shortages still reported despite the latest total of over one and three-quarters million. During this period state and local boards of education have fostered the extension of formal training beyond the bachelor's degree for both elementary and secondary teachers. In three states, including New York, a fifth year of study, though not the master's degree, is now required for permanent certification of elementary as well as secondary teachers, and twice that number of states require a fifth year and/or the master's for teaching at the secondary level. Even more widely, salary and promotional incentives encourage the earning of a master's degree, while the availability of fellowship aid, paid internships, and loans has eased the problem of costs. The special interest of women in master's degrees in education can be related to the fact that women today hold more than 80% of elementary and almost 50% of secondary teaching positions despite a trend toward the recruitment of more men for classroom teaching than in the past.

But the full significance of recent developments in master's degree programs in education cannot be expressed in quantitative terms. Expansion has been accompanied by analysis, experimentation, the revision of old methods and programs of study, and the initiation of new. The variety of degrees being awarded today, ranging from the traditional M.A. or M.S. with concentration in an educational field to the M.Ed., the M.S.E.E., the M.A.T., the M.S.T., and many others, reflects in some measure the search for solutions to the twin proble of recruitment and preparation. This variety can seem bewildering at first glance, especially since distinctions among programs cannot be drawn primarily on the basis of degrees. The M.A.T., for example, which was originally associated with the preparation of liberal arts graduates for teaching, may now be reserved (at Stanford, for example) for experienced teachers and graduates with previous professional preparation, whereas the M.S. in Ed., traditionally a professional degree, may be earned (for example, at Elmira) by working in the liberal arts fields alone. Ferment and change, the loss of old distinctions and the formation of new, have been so great that the Ford Foundation report on "The New Teacher" (1962) refers to a "revolution in teacher education" and maintains that "the path to the teaching profession is changing as dramatically as the path to the medical profession changed following the historic Flexner Report on medical education in 1910."

Through all of this ferment, one basic distinction and three major directions of development are clear. The distinction lies between programs (whatever the degree) designed for liberal arts graduates with little or no previous professional preparation and programs designed for graduates of professional sequences and/or experienced teachers. The major directions of development, affecting both types of programs, though in different ways, are these:

1. Academically, there is increasing emphasis on work in a subject-matter field; and insofar as possible, this work is done in courses taught by or developed in consultation with members of the academic (arts and sciences) faculty.
2. Professionally, there is less emphasis on "methods" courses and more on the history, philosophy, sociology, and psychology of education, on curriculum theory, and on research into the learning process.
3. Clinically, the internship is now preferred to practice teaching, despite a consequent lengthening of the time required to earn the degree by as little as a summer or as much as a year.

As the first two trends indicate, a strong effort is being made to encourage and sustain a complementary, fruitful relationship between education and the liberal arts. At the same time, as shown by the borrowing of the "internship" concept from medical education, there is an effort to strengthen professional preparation by practical as well as theoretical means.

In the study which follows, the basic distinction noted above provides the framework for organization. First, programs for liberal arts graduates will be discussed, and then programs for those with professional background. Differences in the preparation of elementary and secondary school teachers will be noted in both sections and relationships to the major trends identified. A third section will outline some special features and developments of general interest. Material for the study has been gathered by means of visits and correspondence with program directors and chairmen at 42 representative institutions. In addition, the dialogue which has been going on in the literature of education has been used to throw light on new developments whenever possible. In particular, Dr. James B. Conant's influential study, The Education of American Teachers (1963), undertaken with the support of the Carnegie Corporation, will be referred to in some detail. Other especially helpful sources have been the report of the Harvard Committee, The Graduate Study of Education (1966); discussions of education programs in Graduate Education Today, edited by Everett Walters for the American Council on Education (1965); and Ford Foundation booklet reports on foundation-supported experiments in teacher education in the 1960's. Finally, since programs for the training of teachers must operate within the context of certification requirements, though ideally they should not be determined by such requirements, statements of New York certification policies for elementary and secondary school teachers and statements concerning the evaluation of M.A.T. and internship programs, together with statements by the Middle States Association on teacher education programs, will be included for convenience in the Appendix.

I. PROGRAMS FOR LIBERAL ARTS GRADUATES

The problem of preparing liberal arts graduates to teach in either elementary or secondary schools has long been that of professional training. Without going into the longstanding dispute between "academics" and "educationists" as to whether or not one can teach well without such training, it may be convenient to summarize the three areas of study which are generally accepted today as necessary parts of a teacher's education:

1. Academic background
    - a. General education in the liberal arts
    - b. Concentration in a major subject area (especially important for secondary and specialist teaching)
2. Study of "foundation" subjects
    - a. Humanistic foundations: the history and philosophy of education
    - b. Behavioral foundations: the psychology and sociology of education
3. Professional training
    - a. Methods of teaching the materials of one's field
    - b. Supervised practice in teaching, together with an opportunity to discuss and evaluate teaching problems and their solution

Liberal arts graduates may be expected to have a strong background in the first of these areas, but with the possible exception of general psychology they lack experience in the others. Yet they may be excellent recruits to teaching if their college records demonstrate academic ability and if they have the necessary personal qualifications. A master's degree program in education alone is not the answer, for in the first place the lack of undergraduate study of the field would preclude a full program of courses on the graduate level, and in the second place it would be academically wasteful and professionally unsound not to deepen through graduate work the potential teacher's interest in and understanding of his undergraduate major field.

The programs which have been developed as possible solutions to this problem range from those which advise the student to complete work for a conventional academic M.A. and in addition to complete the work in professional education required for a teaching certificate (thus separating master's degree work from work for certification), to those which concentrate on education requirements and keep academic work at a minimum. Between such extremes lie the integrated programs which attempt to achieve a balance. Outstanding among these and worthy of special consideration are the programs which lead to a Master of Arts in Teaching degree.

M.A.T. programs have been in existence since the 1930's, but they have been especially significant since 1952, when under the leadership of Dean Francis Keppel and with the aid of a grant from the Fund for the Advancement of Education of the Ford Foundation, the Harvard University School of Education organized the Twenty-Nine College Cooperative Plan to recruit superior graduates of liberal arts colleges for secondary school teaching. Other colleges and universities, many with the help of Ford grants, developed corresponding M.A.T. programs in the 1950's and 60's, with or without a designated group of cooperating colleges but almost always with emphasis on a liberal arts background of superior quality. Most of these programs prepare students for secondary school teaching, building on the academic subject field of the undergraduate major, but more recently a few have offered a second "track" of preparation for elementary teaching. As noted above, the M.A.T. has also been adapted to the requirements of experienced teachers working for an advanced degree, but this development is still comparatively rare.

A few generalizations about M.A.T. programs may be helpful:

1. Admissions. Standards usually include the following:
   a. A bachelor's degree from a "recognized" liberal arts institution.
   b. An undergraduate major (or at least 24 credits) in the academic field of proposed graduate and professional concentration. The subject should be one commonly taught in secondary schools: English, history, mathematics, or the like.
   c. A "superior" undergraduate average (usually interpreted as at least B for the last two years or B in the major field).
   d. Little or no previous study in professional education courses.
   e. Personality and motivation for teaching.
2. Degree requirements. These vary, but the range includes the following:
   a. 30-40 credit hours of post-baccalaureate work, most at an advanced or graduate level.
   b. From 1/3 to 2/3 of this work in the academic field of the undergraduate major. The rest in education courses and professional programs which prepare the student for teaching while fulfilling certification requirements.
   c. Internship or practice teaching under supervision of both graduate faculty and school personnel.
   d. Great variation in such degree requirements as a comprehensive examination, a thesis, and foreign language proficiency.
3. Time. Ranges from 9 months to 2 years of full time graduate study plus internship.
4. Results. Excellent reports from school systems employing M.A.T.

graduates, though so far, as Conant has pointed out, these represent only a small percentage of working teachers, since the M.A.T. has been widely available for a relatively short time. The academic and professional capability of M.A.T. graduates is evidenced by the fact that nationally about 1/4 of them go on to doctoral study after an average of 2 years of teaching experience. If they elect to take the doctorate in an academic field, they can usually count toward it their academic work for the M.A.T., though not their work in education; if they take the doctorate in education, they can count toward it virtually all of their work for the M.A.T.

A few specific examples of M.A.T. programs will clarify some of the generalizations about organization and requirements. The programs analyzed below were chosen because they are offered by relatively small institutions with strong undergraduate programs, located in different areas of the country. Programs designed to qualify graduates for secondary school teaching will be analyzed first, since these are most often associated with the M.A.T. because of their natural correlation with an undergraduate academic major.

M.A.T. Programs for Secondary School Teaching

	Smith College	Oberlin College	Reed College
Admission requirements	1. Graduation from "approved" liberal arts college or school of lib.arts in university. 2. "Superior" undergrad. record, esp. in field applicant intends to teach. This record must satisfy both Dept. of Ed. and dept. of field of teaching that applicant shows promise as grad.student and teacher. 3. Undergrad. concentration in prospective teaching field of approx. 24 credits, incl. min. 18 credits above freshman level. To qualify applicant for summer internship, teaching field must be one of following: English, French, history, mathematics, science, music, art. 4. Reading knowledge of at least one foreign language. 5. Evidence of personal qualifications for teaching.	1. Graduation from accredited college with major or equiv. in one of following: art, Eng., for. lang. (Fr., German, or Span.), math., soc. sci. (anthro.,econ., gvt., hist., or soc.), science (biol., chem., or physics). 2. Undergrad. record with av. of B or better. 3. Enthusiasm and character traits necessary for good teaching. Supporting documents for application: a. Undergrad.transcript b. G.R.E. scores c. Reference letters Admissions approval by Oberlin M.A.T. faculty committee required. Note: Prior certification or near certification for teaching disqualifies an applicant for this program, but Peace Corps experience welcome.	1. Bachelor's degree from accredited college or university, with (a) major or equiv. in Eng., for. lang., math, phys. or biol. sci., or history and soc. sci. and (b) broad liberal ed. 2. Personal characteristics which indicate success in teaching. Supporting documents for application: a. Undergrad. transcript b. 3 reference forms c. (Optional) Aptitude part of G.R.E. d. Wherever possible, interview with Reed representative. Admissions approval by faculty Committee on the Ed. of Teachers. Note: Prior work in ed. or teaching experience does not disqualify from M.A.T., but course work is substituted for internship in program.

	Smith College	Oberlin College	Reed College
	Supporting documents for application: a.Undergrad.transcript b.Succinct statement of plans for teaching c.Three letters of reference, one from member of undergrad. major dept. Admissions approval by Dept.of Ed. and dept. of acad. field. Note:Older women grads., esp. of Smith, welcomed and may prepare for teaching or return to it after lapse of years. Recent teaching experience does not disqualify,but internship omitted and pattern of courses different.		
Degree requirements	1. 10 semester courses, distr. as follows: a.Summer intern teaching--1 course b.Summer course in curriculum & principles of subj.--1 course c.Courses in teaching area during acad. year--4-5 courses d.Courses in ed.during acad. year, incl. practice teaching--3-4 courses 2.Of the 8 courses during acad. year, 3 should be at grad.level & no more than 2 intermediate. 3.Grade of B or better in all courses or seminars (but one C may be permitted if dept. recommends to M.A.T. Committee). No thesis required. Note:Experienced teachers working for M.A.T. complete only 8 courses (no summer), with 4 in teaching field, 2 in ed., and 2 electives.	1. 34 credit hours, distr. as follows: a.Summer courses-- (1)Psych. foundations of ed.........3 cr (2)Introd. to teaching (observation, analysis,practice) ....3 cr (3)Independent study of materials for teaching major subj..........2 cr b.Teaching semester-- (1) Internship..8 cr (2) Seminar in curriculum, methods, principles..3 cr c.Campus semester-- (1) Grad. study in major......12 cr (2) Soc. or phil. of ed. or comparative ed.... 3 cr Total of 14 cr. in major field and 12 cr in ed. plus 8 cr internship. 2. Average of B for the 34 cr hours, with no grade below C counting toward degree. No thesis required.	1.Min. of 30 credit hours (may be more), distr. as follows: a.Summer pre-internship course in principles of teaching (incl. observation & practice)3 cr b.Half-time internship (3 periods daily) throughout acad. year............6cr c.Ed. courses during acad. year: (1)Seminar in curriculum and methods..... 3cr (2)Hist. of Am. ed.or phil. in ed....... 3cr (3)Ed. psych... 3cr (4)Child & adoles. psych....... 3cr d.Courses in acad. subj. area during acad. year.....10cr Total min. of 10 cr. in major field and 15 cr. in ed. plus 6 cr. internship. 2. Average of B in major subj. field req., and no grad. cr. for work below C. No thesis required.

	Smith College	Oberlin College	Reed College
			Note: An alternate plan for inexperienced lib. arts grads. permits completion of M.A.T. during acad. year (no summer) by substituting unpaid student teaching in spring semester for the paid year-long internship Experienced teachers working for M.A.T. at Reed also complete work in one acad. year if they study full time. Both internship and student teaching omitted. The 30 cr. req. for degree distr.as follows: Maj.field...10-15 cr. (incl.2-cr seminar paper) Ed.......... 5-10 cr. Electives... 10 cr. (may incl. work outside maj. field) Reed policy permits grad. credit to be given for undergrad. courses if approved by grad.adviser, but student may be req. to do extra work in undergrad. course.
Details of internship	Offered in coop. with Northampton H.S., which has summer program for both enrichment and remedial study. Teaching done by "teams" of one master teacher and no more than 2 interns. Each intern serves on 2 teams, normally under 2 different teachers,and works in both enrichment and remedial classes. All intern teaching closely supervised by master teachers. Subjects:Eng., French, hist., math,sci., music, art. Internship occupies mornings for 6-week summer session and counts as equiv. of 3 grad. cr.	Offered in coop. with Cleveland public schools and other school systems in area. During pre-internship summer introd. to teaching,exp. also available in two demonstration school programs on campus:one for gifted, one for disadvantaged high school pupils. Intern performs all duties of regular classroom teacher during full time intern semester (spring or fall). Under supervision by Oberlin & by school. Subjects available for ass: Eng., French, math, sci. Special ass. in "Inner City" schools available for those desiring work with disadvantaged.	Offered in coop. with Portland public schools. System notable for dvlpt and experiments with curriculum, team teaching, flexible scheduling, programmed instr., programs for the disadvantaged, etc. Interns selected after interviews at both college and schools, whenever possible. Throughout acad. year teach under supervision for 3 periods a day (usually full morning) and also have limited participation in extracurricular school activities. Receive 6 cr toward M.A.T. Concurrently carry approx. 10 cr class work. Advising teachers selected for skill and

	Smith College	Oberlin College	Reed College
	Concurrent req. is afternoon course in curriculum and principles of teaching maj. subj., also equiv. of 3 grad. cr. Over-all supervision by Smith Coordinator (Ch. of Ed. Dept.) and by H.S. Principal. Interns pay fee of $150 for internship, $125 for course, $15 for registration. Receive no stipend, but some scholarships available. Tuition for acad. year in addition to summer tuition ($1200, not including dormitory and special fees) but here again fellowships, scholarships, and loans available.	Full time internship for one semester counts as 8 cr toward degree. Concurrent req. is Saturday morning seminar in curriculum, methods & principles for 3 cr. Over-all supervision by Oberlin Director, working with M.A.T. Committee, and by school supervisory personnel. Interns earn salary of $2500 under contract to schools. This exceeds Oberlin tuition ($1550 but likely to be raised). Scholarships and College and NDEA loans also available.	interest. Each advises 1-4 interns, has one period of released time for each advisee, and is paid extra stipend of $200 for one advisee and $100 more for each extra ($500 for 4). Teacher introduces intern to teaching subj. in this school, has frequent conferences, observes, evaluates, has close liaison with college supervisor. By college, advising teachers are given staff status, listed in catalog, given free use of library and free tuition for a seminar, invited to participate in conferences, etc. Interns regularly accepted in fields of Eng., for. lang., math, sci., soc. sci.& history. There has been one intern in art. Over-all supervision, beyond advising teachers, by school principals and college supervisors (members of Ed. Dept., sometimes lib. arts fac., sometimes experienced school teachers & administrators. Interns paid stipend of $2100 by schools (Reed tuition for entire M.A.T. program $2050). Scholarship aid up to $1700 and loans also available.
Faculty & adm.	Chairman of Smith Dept. of Ed. is Coordinator of M.A.T. program. Advised by faculty committees: M.A.T. Committee and Committee on Grad. Study. All depts. of college cooperate in advising M.A.T. students and admitting them to courses even if dept. does not regularly offer grad. work.	Director of M.A.T. program works closely with M.A.T. faculty committee. Committee decides on admissions and standards. Student whose grades fall below req. must get permission of M.A.T. director, chairman of acad. dept., and Dean of College to continue. Each student has advisor in maj. dept.	Chairman of fac. Committee on Ed. of Teachers directs M.A.T. program (this comm. concerned with all work in ed. at Reed, undergrad. as well as grad.). Comm. has representatives from acad. depts. as well as Ed., and Registrar also a member. M.A.T. staff draws on schools as well as Reed; much coop. on broad base.

The traditional association of the M.A.T. with the effort to develop a complementary relationship between professional education and the liberal arts has been widely sustained by institutions offering the degree, even though they have broadened its function. This partly explains, as already suggested, why the M.A.T. seems especially well suited to the preparation of secondary school teachers of academic subjects. Prospective elementary teachers of "common branch" subjects have need of the liberal arts but in more breadth than concentration, and they are, moreover, usually faced with meeting certification requirements which specify extensive work in professional education.

Despite these difficulties, the M.A.T. is sometimes offered as preparation for elementary teaching. Of the institutions whose secondary programs are analyzed above, Oberlin has an elementary "track" also. The following table may be helpful in clarifying significant differences:

Oberlin College--M.A.T. for Elementary Teaching

	Program	Significant Differences from Secondary Program
Admission requirements	Completion of requirements for baccalaureate degree, including an undergrad. major in an academic subject. In addition to academic major, applicants must have completed courses in the following fields as part of general ed. background: a.English comp. and lit. b.Two years of a foreign language c.One year each of lab science and math d.One year each of U.S. and European hist. and electives from anthro.,econ.,govt., and soc. e.Fine arts (art appreciation, studio art, music appreciation) f.Introductory psychology Up to 9 cr in prof. ed. courses may be admitted as part of undergrad. record and need not be repeated in similar grad. courses, though grad. cr will not be given for work completed for baccalaureate degree.	Specified distribution in liberal arts fields to provide general ed. background for elementary teaching. Undergrad. req. in psych. to give student start toward heavier prof. ed. req. at grad. level. Also encouragement of some undergrad. work in ed.
Degree requirements	36-38 credit hours, earned during a period of two academic years and distributed as follows: a. 30-32 cr. earned during a year of full time graduate study on campus. (1) Min. of 9 cr. in academic field or fields to complete background for elementary "common branch" subjects. (2) All other credits in prof. ed. cours chosen to provide prof. orientation and fulfill state certification req. b. 6 cr. earned during a second year of full time internship teaching under supervision in local elementary schools, and concurrent participation in internship seminar at Oberlin.	Credit hour requirement heavier than for secondary program (34 cr.), and time extended to 2 acad. years (from 1 acad. year and one summer). Req. in prof. ed. heavier and that in acad. fields lighter than for secondary program (req. 14 cr. in concentrated acad. field). Full year of internship (vs. one semester) again emphasizes professional training.

Details of internship	Salary for full year is the usual starting salary for elementary teachers in this locality: $5400-$5500, including credit for graduate study already completed.	For their one semester of internship, secondary candidates earn approx. $2500.
	Other matters, such as supervision of interns and over-all administration, are essentially the same for the elementary and secondary programs. It might be noted, however, that because of the greater emphasis on work in education for prospective elementary teachers, the education faculty of the college plays a relatively more active role and the academic faculty a less active one in instructing and advising these students.	

The realities of preparation for elementary school teaching raise a question, indeed, as to whether the M.A.T. is the most appropriate degree for this purpose. It is not a question of standards but of the association of the M.A.T. with a graduate program requiring at least a third and preferably at least half of the student's work in the liberal arts. The need of the prospective elementary teacher for more work in professional courses suggests that a different degree would more accurately reflect the nature of this graduate study. Smith College, for example, awards the M.Ed. rather than the M.A.T. to students in the field of elementary education and requires 9 undergraduate credits in education for admission to the program. Reed offers no program in elementary education. Among universities, Harvard and Chicago have been leaders in developing the M.A.T. for secondary teaching, but Harvard offers the M.Ed. and Chicago the M.S.T. in the elementary field.

A second question is whether an institution may prefer not to offer a special M.A.T. program for secondary teaching but may choose instead a degree designation which can be applied to both elementary and secondary programs, and perhaps to programs for liberal arts and education graduates alike. To use the M.A. for this purpose seems less than satisfactory because it blurs the lines between professional study and work in the purely academic disciplines. Such degrees as the M.S., the M.Ed., and the M.S. in Ed. are more fully acceptable because of their professional or semi-professional connotations. Since these, unlike the M.A.T., were not designed specifically for the liberal arts graduate but have been adapted to his needs, they will be discussed and comparisons made in connection with programs for graduates with a background in professional education.

II. PROGRAMS FOR GRADUATES WITH BACKGROUND IN EDUCATION

The term "background in education," though widely used for convenience, may refer to the qualifications of at least three distinct groups of graduate students: (1) those who majored as undergraduates in an academic field but who elected to take one or more undergraduate courses in education, usually for a total of 6-12 credits; (2) those who followed a professional sequence in education as undergraduates and fulfilled the requirements for certification or provisional certification to teach;

(3) those certified teachers who after some years of classroom experience elect to study for a master's degree. Students in the first group need virtually the same sort of graduate program as those whose undergraduate work has been entirely in the liberal arts, though a little more flexibility is provided by the few credits already earned toward certification. Students in the second and third groups have much flexibility, even freedom, where certification requirements are concerned, but they may lack the prerequisites for admission to graduate courses in academic fields.

Various "multi-track" programs have been developed to serve the needs of these students of differing backgrounds, usually in connection with one of the professional degrees. To illustrate their operation, the admission and degree requirements of three such programs, leading respectively to the M.S., the M.Ed., and the M.S. in Ed., are summarized in the following tables. Each program accommodates students of diverse backgrounds, from liberal arts or primarily liberal arts graduates to teachers with prior certification; each offers courses of study appropriate to teaching at various levels, from the primary through the secondary grades. The choice of programs for analysis--the M.S. at Yeshiva, the M.Ed. at Pittsburgh, and the M.S. in Ed. at Queens--was determined by comprehensiveness and clarity.

A. THE M.S. PROGRAM AT YESHIVA
Ferkauf Graduate School of Education

	Elementary Teaching, N-6		Elementary and Early Secondary Teaching, N-9	
	Uncertified Candidates	Certified Candidates	Uncertified Candidates	Certified Candidates
Admission requirements	1. Bachelor's deg. from accred. lib. arts college, incl. following distr. of credits: a. 84 cr. of lib. arts studies (excluding studio or skills), incl. min. of 12 cr. each in humanities, soc. sci., math & nat. sci. b. Maj. of 24 cr. min. in lib. arts area, excluding courses credited to basic certif. req. 2. GRE Aptitude Test scores.	1-2. Same except that bach's deg. may be from lib. arts or teacher's college, provided distr. requirements are met. 3. Some form of certif. or equiv. to teach in N.Y. State (necessary course areas specified).	1-2. Same as for Uncertified--Elementary.	1-3. Same as for Certified--Elementary.
	All applicants expected to provide usual supporting documents (transcripts, recommendations, etc.) and also to meet requirement of personal qualifications for teaching.			

	Elementary, N-6		Elem. and Early Sec., N-9	
	Uncertified	Certified	Uncertified	Certified
Degree requirements	1. Min. of 36 cr., distr. as follows: a. Soc., phil., hist. foundations of ed.........3 cr b. Behavioral sci...........3 cr c. Teaching methods & tech, N-6, 12cr d. Lib. arts content area.....6 cr e. Guided elective..........3 cr f. Field exp. & seminar, incl. min. 300 hours in obs., stud. teaching, 6 cr 2. Comprehensive exam or master's thesis.	1. Min. of 33-36 cr, distr. as follows: a. Research in ed..........3 cr. b. Behavioral sci & soc......9-12 cr c. Advanced prof. practice & theory ....12-15 cr d. Adv. course work in lib arts major area... 6cr 2. Comprehensive exam or master's thesis.	1. Min. of 36 cr., distr. as follows: a. Soc., phil., hist. foundations of ed..........3 cr b. Behavioral sciences......6 cr. c. Methods & techniques of teaching N-6...........9 cr d. Methods of teaching content area, 7-9.....3 cr e. Lib. arts maj. content area..6 cr f. Guided elective..........3 cr g. Field exp. & seminar, incl. min. 300 hours of exp., etc..........6 cr. 2. Comprehensive exam or master's thesis.	1. Min. of 33-36 cr, distr. as follows: a. Research in ed..........3 cr b. Behavioral sci. & soc. 9-12cr c. Adv. prof. practice & theory 9-12cr d. Lib. arts content courses in maj. field..12-15 cr 2. Comprehensive exam or master's thesis.

	Secondary Teaching Specialty in Eng. or Soc. Studies	Secondary Teaching Speciality in Eng. or Soc. Studies
	Uncertified	Certified
Admission requirements	1. Bach's deg. from accred. lib. arts college. 2. 36 cr. in maj. teaching subj. 3. 84 cr. in lib. arts, incl. min. 12 cr. each in humanities, soc. sci., math and nat. sci. 4. GRE scores on Aptitude Test & Adv. Test in major field.	Same throughout except that in addition applicant must be provisionally certified to teach his subject (Eng. or Soc. Studies) in sec. school or must be qualified for such certification [list of courses or equiv. necessary for this].
Degree requirements	1. Min. of 36 cr., distr. as follows: a. Soc., phil., hist. foundations of ed................... 3 cr. b. Behavioral sciences..... 6 cr. c. Methods & materials of teaching subj. in sec. school 3 cr. d. Sec. school curr. and/or problems in instruction..... 3 cr. e. Content courses in acad. subj. field...................15 cr. f. Internship seminar and field experience............... 6 cr. 2. Comprehensive exam or master's thesis.	1. Min. of 33-36 cr., distr. as follows, according to student's previous coursework: a. Research in education....... 3 cr. b. Behavioral sci. &/or soc.... 6 cr. c. Fields of study & ed. in major subject area............24-27 cr. 2. Comprehensive exam or master's thesis.

It should be noted that besides specifying areas of study, as in the summary above, the Yeshiva catalog lists a choice of courses, which fulfill requirements under each heading in educational fields. Courses in academic subject areas are not specified but left to the decision of the student in consultation with his adviser.

The internship program at Yeshiva is operated in connection with Project Beacon, an institutional project for training educational and psychological specialists for work with the socially and culturally disadvantaged. Internships in this project pay a stipend of $1,800 per year.

B. THE M.Ed. PROGRAM AT PITTSBURGH
School of Education
Graduate Teaching Internship Programs

1. Elementary Teaching

	Uncertified Candidates	Certified Candidates (min. eligibility for Pennsylvania Interim College certificate)
Admission requirements	1. Baccalaureate deg. in lib. arts & all other reg. req. for admiss. to grad. study at univ. 2. Satisfactory refs. & good personal potential for teaching. 3. Satisfactory interview ratings from 3 members of fac. of School of Ed. 4. Acceptance as teacher by cooperating school center. 5. Agreement to complete work for Interim College certificate for teaching in summer session prior to opening of regular school term.	1-4. Same as for uncertified, except that degree may be in teacher education. 5. Omit, since already have at least Interim College certificate.
Degree requirements	36-42 grad. cr., plus 6 cr. internship with seminar. Distr. over 15 mo. of full time work (2 summers and intervening acad. year) Course distr. as follows:	30-34 grad. cr., plus 6 cr. internship with seminar. Distr. over 12 months of full time work (acad. year plus following summer, arranged in trimester plan). Two options available in course distr. Option I provides for approx. 2/3 of study in prof. fields and 1/3 in acad. fields. Option II provides for approx. 1/3 in prof. fields and 2/3 in acad. fields. These options available only to students who have already completed a prof. sequence. Course distr. in accordance with these options as follows:

			Certified	
		Uncertified	Opt. I	Opt. II
Degree requirements (cont.)	Course distribution areas:			
	Humanistic foundations (Ed.soc., hist., phil.)	7 cr.	7 cr.	2-4 cr.
	Behavioral foundations			
	Growth & dvlpt.	3 cr. (S)*	--	--
	Psych. of learning	2 cr.	2 cr.	2 cr.
	Res. & statistics introd.	2 cr.	2 cr.	0-2 cr.
	Prof. concentration			
	Princ. & Prac.--Elem.	6 cr.(S)	--	--
	Reading in elem. sch.	3 cr.(S)	--	--
	Problems in elem. ed.	3 cr.	3 cr.	--
	Elem. curriculum	3 cr.	3 cr.	3 cr.
	Methods elem. teaching	2 cr.	--	--
	Res. in elem. ed.	3 cr.	3 cr.	3 cr.
	[Internship & seminar, cr. not counted]	[6 cr.]	[6 cr.]	[6 cr.]
	Academic studies, plus no-cr. interdisc. sem.	8 cr.	10 cr.	20 cr.

2. Secondary Teaching

Admission requirements Same as for elementary applicants, certified and uncertified, except that field of academic concentration must be in a subject appropriate for secondary school teaching.

Degree requirements Total credit requirement same as for elementary program, except (as indicated by following summaries) total credits for previously uncertified secondary candidates average 36, plus 6 for the internship, and for certified candidates average 30, plus 6 for the internship, as contrasted with 42 and 30-34 respectively in the elementary field.

		Certified	
	Uncertified	Opt. I	Opt. II
Course distribution areas:			
Humanistic foundations (Ed. soc.,hist.,phil.)	7 cr.	4 cr.	2-4 cr.
Behavioral foundations			
Growth & dvlpt.	3 cr. (S)*	--	--
Psych. of learning	2 cr.	2 cr.	2 cr.
Res. & statistics introd.	2 cr.	2 cr.	0-2 cr.
Prof. concentration			
Princ. & Prac.--Sec.	6 cr. (S)	--	--
Seminar--curr. & method	2 cr.	2 cr.	--
Sec. school in Am. culture	2 cr.	2 cr.	2 cr.
Res. in sec. ed.	2 cr.	2 cr.	2 cr.
[Internship & seminar, cr. not counted]	[6 cr.]	[6 cr.]	[6 cr.]
Academic studies, plus no-cr. interdisc. seminar	10 cr.	10 cr.	20 cr.

* (S) signifies summer courses preceding regular program, required of uncertified students only.

Facts of special interest relating to the early years of operation of this program (initiated 1960) include the following:

1. In applications and admissions liberal arts candidates outnumbered

education candidates almost two to one, and males outnumbered females two to one.
2. The median undergraduate quality point average for candidates in elementary education was 2.5-2.6 and for secondary candidates 3.0.
3. The majority of secondary candidates with liberal arts background had majored in social sciences as undergraduates.
4. The secondary program grew in numbers much more rapidly than the elementary. This appears to be related to the fact that about 2/3 of the liberal arts candidates entered the secondary program.

The internship at Pittsburgh is operated in cooperation with the public school system. Interns are employed by the schools on a half-time basis and are paid one half of a beginning teacher's salary ($2000-$2500). They are supervised by both public school and university personnel working together.

C. THE M.S. IN Ed. PROGRAM AT QUEENS

1. Elementary Teaching

Admission requirements

(All applicants)

1. Bacc. deg. or equiv. from "college of recognized standing."
2. Recomm. from college in which applicant completed the prerequisite courses in prof. ed. These prerequisite courses comprise the total undergrad. sequence, a total of 32 cr., incl. student teaching.
3. Min. undergrad. av. of B- or equiv.
4. Min. undergrad. av. of B or equiv. in field of concentration.

Note: As these requirements make clear, a liberal arts grad. could not gain admission to this program without making up the required 32 undergrad. cr. in ed. With the student teaching requirement, it is estimated that this would take about 2 years. For secondary teaching, as will be seen below, this requirement is mitigated to some extent by a special program.

Beyond the requirements for admission, students must meet matriculation requirements before proceeding with more than 15 cr. of grad. work. These specify provisional certification to teach, physical and personal qualifications, and approval of a program leading to permanent certification.

Degree requirements

(All candidates)

1. Completion of approved prog. of at least 30 cr. with min. B (3.0) average.
2. Min. of one course in each of the following areas:
    a. Foundations of ed. (hist., phil., soc.)
    b. Ed. &/or dvlpt. psych.
    c. Curriculum & methods
    d. Ed. research
    For elem. teaching, req. min. of 16 cr. in advanced courses in ed.
3. Min. of 15 cr. of adv. work in academic subj. or area.
4. Completion of research study or thesis, or passing comprehensive exam (choice determined by area of specialization)

2. Secondary Teaching

	Liberal Arts Graduates	Education Graduates
Admission requirements	1. Bacc. deg. from accred. 4-yr. college. 2. Undergrad. distr. of courses to include following: a. 60 cr. in gen. lib. arts studies incl. 12 cr. ea. in humanities, soc. sci., math & nat. sci. b. Enough cr. in subj. to be taught to come within 8 cr. of N.Y. state prov. teaching certif. req. (this varies by subj. from 18 in math to 42 in a science). 3. Satisfactory undergrad. transcript, recommendations, interviews, etc.	Same basic req. as for applicants in elem. ed., incl. undergrad. prof. sequence in ed. courses and acad. concentration appropriate to proposed teaching field.
Degree requirements	42 cr., distributed as follows: 1. Summer workshop in urban teaching...................... 8 cr. 2. Full time paid internship throughout acad. year.... 4 cr. 3. Courses to be taken concurrently with internship: a. Internship seminar.... 4 cr. b. Workshop, secondary ed.2 cr. 4. Additional grad. courses in ed......................9 cr. 5. Appr. grad. courses in teaching subj......................15 cr. Time req. to complete prog. probably more than 2 years: summer, internship year, plus 24 cr. Internship not offered in every subj. every year but only in subjs. where teachers are "urgently needed." Interns compensated at rate for beginning teachers.	30 cr., distributed as follows: 1. Min. of one course each in 4 basic areas of ed.: a. Foundations (hist., phil.,soc.) b. Ed. &/or dvlpt. psych. c. Curriculum & methods d. Ed. research 2. Remainder of program subject to joint approval by advisers from ed. and acad. dept. Pattern similar to that for elementary teaching except that the 4 courses mentioned above will satisfy the ed. req. (no 16 cr. min. in ed.).

One important issue which arises from a comparison of the programs at Yeshiva, Pittsburgh, and Queens is that of consistency in requirements for a degree. What do these degrees mean? In the Pittsburgh program and the Queens secondary program in particular, students not already certified for teaching are required to complete substantially more credit hours for the degree than those with prior certification. It cannot be argued that this is merely a making up of lost ground and that the end point of total preparation, undergraduate and graduate combined, is the same; if that were so, previously certified students who had followed professional sequences as undergraduates would be required to earn enough academic credits to make their combined undergraduate and graduate records equivalent to those of liberal arts graduates. The Queens elementary program, which demands of all applicants the full undergraduate professional sequence, is logically more consistent but in effect excludes liberal arts graduates from the important elementary field. Of the three programs summarized, that at Yeshiva comes closest to achieving a broad consistency of total preparation in providing different but parallel ways into the profession for students of different undergraduate backgrounds.

The concern of all of these programs with certification, either before or during work for the master's degree, is appropriate to their professional character. A number of purportedly professional programs, usually M.S. in Ed., studied at smaller institutions avoid this problem by making certification merely the responsibility of the individual student, to be achieved, if necessary, beyond the work for the degree. Such a policy might be justified in relation to the primarily academic M.A. programs mentioned in the previous section, but it seems unsuitable to programs leading to a professional degree. It was for this reason that university programs were chosen for analysis in this instance rather than, as usual in this report, programs offered by colleges. The clearly professional character of these programs, though not their comprehensiveness, is a quality to which college programs might reasonably aspire.

Finally, since master's degree programs for students already certified build upon a long-term sequence of professional study, some consideration must be given to that sequence and the possibilities it offers. The "certified" track of the three programs just summarized provides a view of the end point of the sequence as interpreted by three institutions, but it is difficult to gain from one part a sense of the development of the whole. Without going into a detailed study of undergraduate programs--a subject beyond the scope of this report--it may be helpful to examine briefly the ideal sequence, from high school through the master's degree, suggested by James B. Conant in *The Education of American Teachers*. Even though Dr. Conant's recommendations, to be implemented, would require changes in existing certification policies (he favors making certification primarily the responsibility of the institution rather than the state), they are significant both for their unifying philosophy, concerned with achieving a balance between academic and professional preparation, and for the extent to which they have already influenced and continue to influence sequential programs.

Teacher Training Sequence
(J. B. Conant Recommendations)

I. High School Program (general education)

English (including much practice in writing)...........	4 years
Foreign language (one, studied consecutively)...........	4 "
Mathematics..	3-4 "
Natural science..	3 "
History and social science...............................	3 "
Art and music..	2 "

Only students who place in the top 30% of their high school classes in following a program of this type (equiv. I.Q. at least 111) should be considered for teacher training in college.

II. First two years of college (general education continued)

A. Continuation of subjects studied in high school

Subject	No. of courses	No. of sem. hours
English (language & comp.)	2	6
Literature (Western tradition)	2	6
History (at least half other than American)	3	9
Art appreciation/ music apprec.	2	6
Mathematics	2	6
Sciences (physical & biological, each studied consecutively)	4	12
B. Beginning study of subjects not studied in high school		
Psychology (introductory--gen.)	1	3
Sociology & anthropology	1	3
Philosophy (introd. to phil. problems)	1	3
Economics (introd.)	1	3
Political science (introd.)	1	3
	20 sem. courses	60 credits

III. Last two years of college--professional sequence

Elementary

A. Subject concentration.........30 cr.

1. K-3 candidates
   Might construct an area "major" in language arts, social studies, science, or the like, rather than confine concentration to one strict academic discipline.
2. 4-6 candidates
   Should have a more specific academic specialization, with mastery demonstrated by sequential study or comprehensive examination.

B. Professional concentration....30 cr.
All candidates, K-6

1. Course in child growth and dvlpt, with one class and one lab meeting per week for a full year. May be best in junior year............(3 cr)
2. Hist., phil., or soc. of ed., provided qualified instr. is available (historian, philosopher, etc.); otherwise, replace with psychology. One semester, pref. junior year.........(3 cr)
3. Course in teaching reading, incl. (a)overview of elem. prog., (b)basic reading skills & appl., (c)reading for K-3 or 4-6, (d) lab experience with some practice in teaching. One sem...(3 cr)

Secondary

A. Subject concentration........... 45 cr.

1. English: incl. Brit. & Am. lit, structure of Eng. lang., speech & drama, adolescent lit, advanced comp., reading problems.
2. Social studies: incl. history (33 cr.), pol. sci. (3 cr), econ. (3 cr.), geography (6 cr).
3. Mathematics: incl. math (39 cr), physics or chemistry (6 cr).
4. Physics-chemistry: incl. physics (24 cr.), chem. (21 cr).
5. Biology: incl. biol. (36 cr), physical sci (9 cr).

[Foreign languages, art, music, physical ed. not included in this list because taught at any level and requiring proficiency of a different kind.]

Note: The suggested credit hours in the subjects above are all to be considered in addition to credit hours earned as part of the distribution in general education.

B. Professional concentration.......15 cr
(might vary from 12-18 cr in practice)

1. Hist., phil. or soc. of Am. ed. (if instr. fully qualified)..(3 cr)
2. Ed. psych., incl. tests & measurements......................(3 cr)
3. Practice teaching & special methods

Elementary	Secondary
4. Series of intensive workshops in content and method of teaching elementary school subjects (appropriate sections for K-3 and 4-6 specialists)......(10cr) 5. Full year (senior) of lab experiences to complement prof. course work, incl. at least 8 weeks of practice teaching with a min. of 3 hours daily in classroom.............(8 cr) (K-3 only) 6a. Additional one sem. course in identifying and correcting reading problems, incl. lab experience...............(3 cr) (4-6 only) 6b. Additional one sem. course in special methods of teaching field of subject concentration. ....(3 cr)	in subject field...........(9 cr) Note: Emphasis throughout these recommendations is on awarding a teaching certificate at the secondary level in one field only. Conant believes this is educationally sound and that it can be practically supported by high school consolidation.
Total credits for four years.....120 cr	Total credits for four years------120 cr

Certification, in the Conant plan, would come at the end of the college program upon the recommendation of the college, the awarding of the baccalaureate degree, and the submission of evidence that the candidate performed successfully as a student teacher in an approved and appropriate supervised practice teaching situation.

IV. Work for a master's degree would be encouraged by a teacher's salary scale with substantial increments (1) at the point of attaining tenure after a probationary period and (2) at the point of earning the master's (rather than random course credits without a degree). The degree itself, however, would be of a special kind, presupposing an undergraduate program of the type outlined above, certification, and some teaching experience. Its principal requirements would be as follows:

<table>
<tr><td>Admission</td><td colspan="2">Open to any graduate of the teaching sequence of the same institution in the same field of endeavor (for example, elementary teaching, the teaching of social studies in secondary school, etc.). No minimum undergraduate average required.</td></tr>
<tr><td rowspan="3">Degree requirements</td><td colspan="2">1. 30 credits, distributed as follows:</td></tr>
<tr><td>Elementary</td><td>Secondary</td></tr>
<tr><td>a. Advanced instruction in the teaching of reading, arithmetic, science.
b. Advanced instruction in child psychology.
c. If teaching in slum school, study of soc., pol. sci., and econ. as bearing on school problems & urban conditions.</td><td>a. Further work in psychology.
b. Further work in or study of the hist. & phil. of ed.
c. Seminar on teaching methods in field of specialization.
d. About 2/3 of grad. work to dvlp competency for handling advanced placement work in field of specialization.</td></tr>
</table>

	Elementary	Secondary
	d. About 1/3 of grad. work to deepen and amplify knowledge of undergrad. area of concentration, esp. Eng., hist., sci., or math.	Alternative to (d): Preparation to teach in a second field. (Conant believes institutions awarding master's degrees should attest to prep. in one or two fields.)
	Conant recommends that any course needed to increase the competency of the teacher should be allowed for credit toward this special master's degree, even if the course is at the elementary level (a new field of science, for example). 2. Satisfactory performance on a comprehensive master's examination.	
Time requirement	It should be possible for a teacher to complete work for the degree in four summers or two summers plus one semester of full time study. Conant recommends leaves of absence for the purpose. He strongly opposes part time study carried on while the teacher has full time duties in the classroom, and he would not credit such part time study toward the master's degree.	
Degree designation	Special title, indicating special professional degree. Conant recommends: Master of Education in Elementary Education or Master of Education in [Secondary School Subject--English, Social Studies, or the like]	

If the Conant recommendations for a professional master's degree are compared with the requirements of existing programs summarized on pages 59-64, several important differences and similarities become apparent. First, admission requirements have been simplified by the assumption that those entering the program will be graduates of the same institution and will already be certified to teach; thus letters of recommendation and the like become unnecessary. The specific rejection of a minimum qualifying undergraduate average, however, runs counter to the effort to attract "superior" graduates to such programs. Conant's screening occurs earlier, with admission to the undergraduate sequence of only the top 30% of high school graduates and, of course, with the awarding of the bachelor's degree and certification to those students only whose undergraduate performance has been satisfactory. Is screening before entrance into the profession more justifiable than later obstacles to self-improvement and advancement? Second, the recommendation that any course needed to increase the teacher's competency, even if elementary, be counted toward the degree runs counter to the current emphasis on "graduate level" work for the master's. Would the adoption of this recommendation in a broader context help to remove the barriers to professional-liberal arts interchange in master's programs? Finally, one of the important points of agreement between these recommendations and current practice is the concern for this interchange and balance at all levels of preparation. If Conant is somewhat less demanding in terms of "education credits," it must be remembered that he is independent of state requirements. He confirms the importance of the three areas listed on page 51, however, as current practice reflects the belief that professional and academic thought are mutually illuminating.

III. SPECIAL FEATURES AND DEVELOPMENTS

A. The Internship

Internships have been mentioned in connection with almost every program described above. Because they are such an important development in teacher education at the graduate level, it seems essential to distinguish them from practice teaching assignments and to provide additional details about their operation.

The main points of difference between interns and practice or student teachers as outlined by the Ford Foundation in "The New Teacher" are as follows:

Intern	Student Teacher
1. Paid member of the school staff.	1. Unpaid novice.
2. Starts at the beginning and stays until the end of the term or school year, participating in the planning as well as the carrying out of classwork.	2. Often starts apprenticeship after plans are made and plays a role obviously subordinate to that of the regular teacher.
3. Guided by an experienced teacher, who is given a lighter teaching load to do this work, and also by college or university advisers.	3. Guided by teacher and college adviser, but because of status as novice may be denied experience of assuming responsibility for important instructional work.
4. Participates in internship seminar to bring discussion of theory and experience to bear on teaching problems.	4. May or may not have seminar experience.

These differences help to explain why the internship is considered more appropriate to graduate than to undergraduate programs: since the intern has greater responsibility, he should be more mature and qualified by a broader educational experience. Legal considerations are also important: since the intern is a paid member of a school staff, he must possess the legal minimum qualifications for a beginning teacher. These legal qualifications vary from state to state but may include a bachelor's degree and/or provisional certification. Some states have established a special "interim" certificate for the intern (see the reference to this in the Pittsburgh program summarized above). The reason why most internship programs for liberal arts graduates require attendance at a summer session preceding the internship year is that the summer courses are designed to meet legal requirements as well as provide orientation for students who lack background in professional education.

The "details of internship" summarized on pages 55 and 56 in relation to M.A.T. programs will provide some illustration of how the typical internship operates. Especially important are the following points: (1) the interview of the prospective intern by school officials as well as members of the college faculty or administration; (2) the contract signed with the school by each intern, making clear both salary and responsibility; (3) the selection of advising teachers, adjustment of their work load, arrangement for special remuneration and/or privileges as well as a clear understanding of their responsibilities to the interns; (4) the arrangement for liaison and supervisory personnel to link the intern's school experience with his work at the college or university; (5) the organization of the internship seminar, usually meeting in the late afternoon or evening or on Saturday morning.

The internship lends itself to various arrangements which may benefit both interns and teacher-advisers. At Brown University, for example, there is an "interchange" plan whereby a regular teacher is replaced by two interns for a school year in order to spend that year in full time study toward a master's degree at Brown. At the Claremont Graduate School, interns participate in an experimental teaching team program in which a small group or team of teachers with complementary fields of specialization, some experienced and some new to teaching, undertakes all instruction for a corresponding "team" of 90-200 pupils within a school. At other institutions interns are paired for the year, one assuming primary responsibility for a class in the first semester and the other in the second but both participating in all planning and teamwork as needed.

Financially the internship is both a benefit and a problem. It is a benefit for the obvious reason that it helps to finance the intern's graduate work and apprenticeship in the profession, and it helps him to develop a sense of responsibility in carrying out the terms of his contract. The internship may be a problem, however, if local school budgets do not provide the necessary funds and outside help is not available. The Ford Foundation has helped to support internship programs as has the Federal Teacher Corps. Ideally, though, funds should be provided by the school where the intern serves as a staff member, and in some localities it has been extremely difficult to secure this kind of financial cooperation. New York City is one of these localities. The funded internships at Queens College and the internship program at Teachers College, Columbia, which sends interns out of the city for their assignments, represent attempts to overcome the financial problem and provide internship experience in the New York area comparable to that which exists elsewhere. It is to be hoped that the widely developing professional esteem for the internship will increase school cooperation in all localities.

B. Professional Participation

Opportunities for master's degree candidates to participate in professional conferences are provided by a number of programs as a way of introducing the new teacher to an important aspect of professional life.

At Johns Hopkins, for example, all M.A.T. candidates are required to participate each spring in an off-campus conference held in an attractive location such as Williamsburgh or the Pocono Mountains. The conference has a central theme: "The Teacher in Contemporary Society," "Education in Megalopolis," or the like. Others invited to attend are public school personnel cooperating with the program and members of the university faculty. The conference lasts for two days, and students are expected to participate fully by reading papers and joining in discussion with the experienced teachers in attendance.

The summer conference at the University of Wisconsin is also notable in bringing together administrators, teachers, college faculty, and interns from all institutions participating in the Post-Graduate Teacher Internship Program. Interns at this conference do not read papers but are given an opportunity for formal and informal discussion with experienced colleagues. They may also read departmental curriculums, textbooks, and other material in current use, approach problems such as the relationship between school and community, and are invited to submit ideas and ask questions on any aspect of the teaching profession.

At Yale a number of important in-service institutes in subject matter fields are held in the summer and throughout the academic year. Although these are designed primarily for experienced teachers, not for interns, the interns have an opportunity to familiarize themselves with what has become one of the leading methods of up-dating the knowledge of working members of the profession.

C. Study Abroad

The Wesleyan-Middlebury Plan for teachers of foreign languages has been mentioned in a previous report ("Master's Degree Programs Abroad"). This plan enables candidates to spend one academic year in the M.A.T. program at Wesleyan, earning approximately 18 credits in professional education courses, of which at least 6 are in practice teaching, and 6-12 academic credits; then to earn 6 credits in a summer session at Middlebury, followed by 24 credits in the appropriate Middlebury graduate school abroad. At the end of the year abroad, the student receives the M.A.T. from Wesleyan and the M.A. from Middlebury and is qualified for certification in most states to teach his language at the secondary school level.

A more recent development, interesting because not limited to students interested in teaching a foreign language, is the overseas seminar in comparative education instituted by Queens College in 1966 and now in its second year of operation with registration increased from 13 to 25. Students who complete work for the seminar earn 6 graduate credits, 3 in comparative education and 3 in area methods, supported by a paper based on observation. The theme of the seminar and its itinerary changes from year to year: in 1966 it was "Social Transition and Educational Change" in England, Israel, and Scandinavia; in 1967 it is "Tradition and Change in Education" as observed in England, France, and Spain. The group is housed abroad on school and university campuses wherever possible and is accompanied and directed by the program coordinators from the education faculty at Queens.

D. Experimental Techniques

The participation of interns in team teaching has been mentioned already, and interns participate also in school experiments with flexible scheduling of classes and flexible grouping of pupils for effective instruction. The Claremont Teaching Team Program provides excellent illustrations of all these techniques in operation, but they play some part in almost every program.

Beyond these techniques for the classroom, others are being developed to improve graduate instruction itself or to give the student teaching experience beyond the school. At Stanford, for example, interns in secondary education have their classroom sessions recorded on television tape so that they can analyze and evaluate their own performance. Micro-teaching, by which an intern develops a limited topic in only five to ten minutes of teaching, is also used for sampling of effectiveness at Stanford. At Vanderbilt University, interns participate in a series of demonstrations and discussions of educational television, including the planning of programs and studio teaching as well as the use of programs as resource material. At the University of Southern California, production techniques for educational television are taught as an aspect of audio-visual technology, and students participate in planning and filming programs.

E. Graduate Training of Teacher-Specialists

The term "specialist" is being used today in a number of educational contexts: academic, intellectual, social, physical, and professional. The increasing complexity of educational activities has created a need for highly trained personnel in specific fields, and graduate schools are responding to that need, often with programs at the master's degree level.

Academically, for example, the specialist may be a teacher with advanced training in a new area of his subject. At the Carnegie Institute of Technology, recently developed M.A. programs for teachers in English, history, and the natural sciences draw upon Carnegie institutional participation in curriculum development by means of Project English, Project Social Studies , the Physical Sciences Study Committee, the Biological Sciences Curriculum Study, and the Chemical Education Materials Study. These programs concentrate upon changing concepts of a subject, such as the development of structural linguistics, upon the place of new knowledge in a curriculum, and upon approaches based on the psychology of learning. They are not designed to introduce novices to teaching but rather to enable experienced teachers to exercise leadership in changing academic fields.

Other programs for academic specialists are more conventional in that they are in effect "sixth year" programs within or beyond the framework of the master's degree. They are available especially in California and New York, where the structure of teacher certification requires a fifth year of study and rewards a sixth with the "specialist" designation. A program of this kind which incorporates the master's degree is the two-year High School Specialist-Teacher Program at the University of Southern California. Designed for uncertified college graduates with majors in high school subject fields, this program provides 21 credits in professional education courses, two years of teaching experience advancing from a part-time assistantship to a full time internship, and 20-28 credits toward, or for ambitious candidates completion of, an academic M.A. Sixth year programs beyond the master's degree exist at a number of New York institutions, including N.Y.U., Hunter, Queens, and Yeshiva. Teachers College has a flexible Professional Diploma program which may incorporate work for the master's degree or proceed from work previously completed.

Programs for specialization in urban teaching or teaching in deprived areas have been developed at the master's level by a number of institutions. One of the most distinctive is the Antioch-Putney M.A.T. in the social sciences, a problem-centered program concerned with civil rights, poverty, emerging nations, and intercultural relationships. Designed primarily for liberal arts graduates with a major in one of the social sciences or in history, it offers course work and independent study on the Antioch main campus in Ohio or on the campus at Putney, Vermont, and includes an internship in teaching disadvantaged high school classes in Washington, D.C., Baltimore, or the Miami Valley, Ohio. Graduates enter teaching or serve with such agencies as the Peace Corps and the Job Corps. Other programs of socio-educational specialization which have already been mentioned are the M.S.T. in urban elementary education at the University of Chicago and Project Beacon at Yeshiva.

Specialist programs in physical or "exceptional" intellectual instructional fields--for deaf, blind, and otherwise physically handicapped children and those who range from retarded to exceptionally bright--have existed for some time and are now expanding. Almost every university offers such programs leading to a master's degree, and programs are available also at some colleges. Hunter, for example, has a wide range leading to the M.A. and the M.S. in Ed. Even more highly specialized are the programs available at a few single-purpose institutions such as Gallaudet College in Washington, D.C., which offers the M.A.T., elementary and secondary, in the education of the deaf.

Finally, there is an increasing interest in specialist programs in educational techniques, such as remedial reading, and in non-teaching educational fields, such as guidance and school counseling. Here again master's degrees may be earned at most universities and at some colleges, such as Hunter. Yeshiva is one institution with recently expanded facilities in these areas. It might be noted that the psychological specialties, such as guidance, often lead, like school administration, into sixth year and doctoral work.

F. Continuing Education

The teacher shortages of recent years, together with the interest of college-educated women in entering or re-entering a profession after their children are old enough to free them from full time family responsibilities, have stimulated experiments in master's degree programs designed especially to prepare mature women to teach. These differ from programs which welcome mature graduate students along with others, for example, the Smith internship M.A.T., in that they are usually part time to allow for partial home responsibilities, have classes scheduled at hours convenient for the housewife, and because of their part time nature, extend over a period of years. They may also require a period of probation before the woman is accepted as a regular graduate student because of the difficulty many experience in returning to study after a lapse of time.

One successful program of this kind is the New York University-Sarah Lawrence College Graduate Program in Early Childhood and Elementary

Education, a cooperative three-year program of part time study leading to the M.A. in Ed. degree. Counseling is provided by the Sarah Lawrence Center for Continuing Education; course work is offered by N.Y.U., partly on the Sarah Lawrence campus (10 credits) and partly in the School of Education at Washington Square; student teaching is done in Westchester schools. The program was started with the support of a Carnegie grant. One difficulty so far unresolved has been that of commutation during the year of required course work on the Washington Square campus; even with classes scheduled at convenient hours, women have found this a serious problem.

An attempt to provide for continuing education by a "multi-track" arrangement is represented by "Plan M" at Harvard, leading to either the Ed.M. or the M.A.T. The course work of this plan is identical to that of the regular degree sequences, but it is extended over an extra year, bringing the total time to two or three years. The student enters on a probationary basis. A choice may be made between an unpaid teaching apprenticeship and a paid internship; if the internship is chosen it must be carried on full time for one semester.

Conclusion

Study for this report has included programs offered by both colleges and universities. The effort has been to identify important developments in a changing, expanding field, especially those with high promise of educational quality. The question arises, however, as to whether the college or smaller institution can contribute to these developments, and if so, what the nature of the contribution may be.

The evidence suggests that the college can and must make a contribution for two reasons: need and special qualifications. The need arises not only from general educational pressures already indicated but also from the growing emphasis on doctoral study in university graduate schools of education. The 1966 report of the Harvard Committee, The Graduate Study of Education, recommends "a reduction of our commitment to master's degree programs." Even the "clinical programs of high quality" which might be continued at the master's level are preferably to be restricted by future policy to students of doctoral potential. Other universities, too, report or recommend a policy of priority for doctoral programs and candidates. It is not to be expected, of course, that university schools of education will abolish their master's degree programs in the near future, but the student whose primary or immediate interest is in the master's degree may be at a disadvantage both in the competition for admission and in institutional concern for his needs.

Colleges, on the other hand, can contribute not only concern but wholeness to programs leading to master's degrees in teaching. In a college the teacher or potential teacher does not work in a self-contained professional school but in the larger academic environment of which he should be a part. He receives professional training from professionals but pursues academic work in the same classes and under the same conditions and standards as students in the academic fields. The ideal of the "teacher-scholar," which inevitably stirs the academic imagination though it is inevitably elusive, comes closer to reality in such a climate, and the success of college M.A.T. programs attests to the practical effectiveness of the academic-professional approach.

To be weighed in the balance are problems of facilities. Master's degree programs in education, like programs for academic master's degrees, require a highly qualified faculty with a teaching load which permits time for student counseling, preparation of graduate courses, and scholarly and professional activity. Library and laboratory facilities must be more extensive than those suitable for undergraduates. Outside the college, arrangements must be made for student teaching or internship experiences with suitable supervision by both college and school. James B. Conant has estimated that even an undergraduate program in education to be effective should be taught by at least 3-4 full time instructors or the equivalent, including "clinical professors" to direct student teaching and seminars from a background of outstanding service in the schools. A graduate program would make greater demands on the college, including demands on the academic departments if the climate of wholeness is to be achieved.

State requirements, too, must be met if education programs are to be of practical use to their graduates. Academic master's degree programs, it is true, must meet the standards of regional accrediting associations, but accreditation characteristically views the institution as a whole and a graduate program as a part of the institutional pattern. Standards are high but allow for flexibility of design. State certification requirements are much more specific in terms of credit hours and courses of study, and "program approval" by the state exercises a significant influence over degrees as well. One reason why the M.A.T. is rarely awarded by New York institutions, for example, is that it is difficult, though not impossible, to meet the standards of the state interpretation of the degree.

These difficulties, real though they may be, suggest that the college should proceed slowly rather than stand apart from the professional education field. It cannot and should not attempt to establish a full range of master's degree programs in education where none existed before. But it can establish programs in its areas of strength, and with long-range planning, it may look toward broader service. Its potential contribution is too important to be denied.

MASTER'S DEGREE PROGRAMS ABROAD

Study abroad at the master's degree level under the sponsorship of American colleges and universities is a recent development in higher education. Junior year programs for undergraduates, principally language majors, have existed for a long time, as have various opportunities for doctoral candidates to study or do research abroad. Master's degree programs, however, were extremely rare before 1950, and most of those existing today were founded after 1960. Of the 53 programs surveyed for this study, only 3 were founded before 1950, 15 were founded 1950-59, and 35 were founded since 1960. Many of the programs are, therefore, still in the process of development and are subject to re-evaluation and change.

Only programs under the direct sponsorship of American colleges or universities were included in the study. Thus a distinction was made between these and arrangements which individual students might make to receive graduate credit for work done abroad. Of the sponsoring institutions, 32 depend academically upon the facilites and cooperation of foreign universities but require that students' courses and credits be approved by a resident director of studies for the work to be counted toward an American master's degree. On the other hand, 11 institutions maintain their own campuses abroad, where courses and credits are tailored to American requirements, though the faculty is largely foreign. There are also a number of study-travel plans, often summer programs, which have no one institutional base abroad.

Many of the programs register both graduate and undergraduate students, but one of the differences between long-term (one semester or more) and short-term (usually summer) programs is that the long-term programs are less apt to mix graduates and undergraduates in the same courses. At least 17 of the 20 short-term programs but no more than 9 of the 33 long-term programs combine the levels.

Language and civilization programs are most widely offered (17 long-term and 11 short-term among those studied), but there is also a variety of other subjects, including art, art history, political science, international relations, social science, and education. Some of the programs at foreign universities are limited in subject matter only by the curriculum of those universities, provided that the American students are fluent enough in the language used to participate fully. Institutions which maintain their own campuses abroad tend to use English as the language of instruction.

Exact statistics as to budget and sources of support for the programs are generally unavailable, but there is evidence that most support comes from participants' fees to the sponsoring institutions. Some foundations, including Carnegie, Ford, and Rockefeller, have contributed, as have a number of denominational and civic organizations. Students who have won fellowships for graduate study, such as Fulbright and NDEA grants, have also been able to apply their funds to approved programs for study abroad.

The material which follows has been arranged in two main divisions: programs requiring a semester or more abroad and those requiring less than a semester. The difference is important, since in the long-term programs overseas work must be substantial enough to provide the student with a large part if not all of his credits toward the master's degree, while the short-term programs provide only a few credits among many. A brief over-all view of a wide sampling of programs is presented in chart form; then a few representative programs are compared in detail.

Special thanks for help in gathering information is due to Education and World Affairs, which opened its files for study and made available data from the draft of a directory, The International Programs of American Universities, scheduled for publication by Michigan State University in 1966.

I. PROGRAMS REQUIRING A SEMESTER OR MORE ABROAD

Institution	Place	Field of Study	Type of Study	U.S. Adm. & Fac.	Level	Duration
U. of Cal. (Santa Barbara adm.)	Colombia, France, Germany, Hong Kong, Italy, Japan, Spain, U.Kingdom	Not restricted	Foreign University courses plus U. of Cal. tutorials	Res. dir.	Some grad. but mainly undergrad.	Acad. year
Central Coll. Pella, Ia.	Paris	French lang. & civ.	courses at Sorbonne	Res. Dir.	Grad. & undergr.	Acad. yr. plus summer
Fairleigh Dickinson U.	Wroxton, England	English lit. & civ.	Guest lecturers, field trips, papers	Res. dir. & asst.	Grad. summers; undergrad. acad. yr.	2 summers to M.A.
Indiana U., Bloomington	Chile, Germany, France, U.Kingdom	Not restricted	Foreign university courses	unspecified	Grad. & undergrad.	Acad. year
Johns Hopkins University	Bologna, Italy	International studies (Diplomacy, Econ., Law)	Courses at J-H Center by J-H profs & guest lect.	Res. dir. & fac.	Grad. only	Acad. year

Inst.	Place	Field of Study	Type of Study	U.S. Adm. & Fac.	Level	Duration
Middlebury College	Paris, Mainz, Florence, Madrid	Language & civ.	Foreign univ.; but in Spain courses by Sp. profs. at college center	Res. dir.	Grad. only	Acad. year following summer at Middlebury
Monterey Inst. of Foreign Studies	Unspecified but emph. on Europe	Language, Civ., Political Arts	Foreign univ.	None, but foreign adviser	Grad. only	Acad. year
N.Y.U.	Madrid	Language & Civ.	Foreign University	Res. dir.	Grad. & undergrad. (2 progs.)	Acad. year
Oberlin College	India, Formosa	English as a foreign lang.	Teaching ass't	Fac. exch.	Grad. only	2-3 years, followed by 1 grad. yr. at Oberlin
Rosary Coll. River Forest, Illinois	Florence	Fine Arts, Music	Courses at Pius XII Institute	Res. adm. staff	Grad. only	1-2 years
Smith College	Hamburg	Lang. & Civ.	Foreign university	Res. dir.	Grad. & undergrad. (2 progs.)	Acad. year
U. of So. California	Vienna, London	Lang. & Civ.; Int'l Rel.	Foreign university; U.S.Air Force Center	Res. dir.	Grad. & undergrad.in Vienna; grad. only in London	Acad. yr. Vienna; longer for part-time students, London
Stanford U.	Hamburg	Lang. & Civ.	Foreign university	Res. dir.	Grad. & undergrad. progs.	2 quarters (spring & summer)
Syracuse U.	India, Pakistan	Int'l Public Administration	Internship in U.S. Gvt. Agency	Res. Adm.	Grad. only	11 months, coord. with grad.study at Syracuse

Inst.	Place	Field of Study	Type of Study	U.S.Adm. & Fac.	Level	Duration
Temple U. Tyler Sch. of Art.	Rome	Fine arts	Courses at Tyler Sch. in Rome	Res. dir. (foreign faculty)	Grad. & undergrad. (2 progs.)	Acad. yr; also summer prog.
Tufts U.	Naples, Tubingen	Lang. & Civ.	Tufts Center, Naples, spec courses; U. of Tubingen	Res. dir. & fac., Naples; res.dir. Tubingen	Grad. & undergrad. Naples; grad. only Tubingen	Acad. yr.; summer also in Tubingen
Vassar Coll.	Hamburg	Lang. & Civ.	Foreign University	Res. dir.	Grad. only	Acad. yr.
Whitman College, Walla Walla, Washington	Bavaria	Lang.,Civ., Soc.Sc., Humanities	Foreign university	Unspecified	Grad. & undergrad.	Acad. yr.
Yale U.	Germany, Tokyo	Not restriced, Germany; Eng.as foreign lang., Tokyo	Foreign university, Germany; teaching ass't Tokyo	Unspecified	Grad. only	Acad. yr.
		(COOPERATIVE PROGRAMS)				
Assoc.Colleges of the Midwest	Liberia (Cuttington Coll., Suacoco)	African studies	Teaching & adm.ass't	Exch. faculty	Grad. only	2 years
Cal. State Colleges	Europe, Japan, Formosa	Not restricted	Foreign university	Res. dir.	Grad. & undergrad.	Acad. yr.
Inter-University Centers (Stanford adm.)	Japan, Formosa	Lang. & Civ.	Courses & research at study center	Res. dir.	Grad.; a few undergrad.	11 mo..
London-Cornell Project	London & field wk in Asia	Area studies, China & S.E.Asia	Foreign university & research	Exch. faculty	Grad. only	Acad. yr.

II. PROGRAMS REQUIRING LESS THAN A SEMESTER ABROAD

Institution	Place	Field of Study	Type of Study	U.S.Adm. & Fac.	Level	Duration
Bryn Mawr College	Avignon, France	French Lang. & Civ.	Courses by French profs. at Institutes	Res. dir.	Grad.& undergrad. (2 grad. courses)	Summer (6 wks 6 grad. cr.max.)
George Peabody Coll., Nashville, Tenn.,&NEA	Australasia, Europe,USSR	Education	Seminars & field study	Dir.	Grad. & undergrad.	2 months
Indiana U., Bloomington	Eastern Europe & USSR	Russian lang.& civ.	Workshop: travel-study	U.S.fac. participating in workshop (15 in 1964-65)	grad.& undergrad. (90grad, 30 undergrad.'64-5)	one month
Georgetown U. Wash., D.C.	Guadalajara, Mexico	Lang. & civ. political sci., art	Courses at Inst. of Technology	Res.dir.	Grad. & undergrad.	summer (5-6 wks, 6 grad. cr. max.)
State Coll. of Iowa	Europe:7 countries, incl.USSR	Social sci. & the arts	Travel,plus 2-wk seminars in Oxford & Vienna	2 dirs.	grad. & undergrad.	summer 6 cr. max.)
Marquette U., Milwaukee	Bad Godesberg	German lang.	Foreign res., field trips, etc.	Res.dir. 2 fac.	some grad. mostly undergrad.	summer 2 5wk sessions)
Mundelein Coll., Chicago	France	French lang. & civ.	Travel-study	1 fac. member	grad. & undergrad.	summer
Northern Ill.U., De Kalb	Western Europe	Art	Travel-study	1 fac. member	grad. & undergrad.	summer 2 months 8 gr.cr.)
U.of Oklahoma, Norman	Grenoble, Madrid, Rome, Munich, USSR	Foreign lang. & civ. art	Foreign univ. & travel	1 res. adviser	grad. & undergrad.	summer 3 - 10 gr.cr.)
Portland State Coll., Oregon	Cairo	Arabic studies	American U. in Cairo	Res.dir.	Mostly grad.	summer
So.Ill.U.	Mexico	Lang. & civ.	Foreign univ.	Res. dir.	Mostly grad.	summer (6 wks)
Temple U. Tyler School of Art	Rome	Art	Courses at Tyler in Rome	Res.dir.	Grad. & undergrad.	summer (8 wks, 10 gr. cr.)

DETAILED ANALYSIS

Of the programs listed above, many merit close study, but six have been selected as representative of differing approaches to substantial or long-term master's degree work abroad in the major fields of language-literature-civilization, fine arts, and international studies:

1. Middlebury in Paris, one of the oldest and best established of the foreign language-civilization programs which use the resources of a foreign university, is compared and contrasted with the recently opened Wroxton program of Fairleigh Dickinson University, which has its own campus for the study of a foreign but English-speaking civilization.
2. The Temple University Tyler School of Art in Rome, administered with the cooperation of the Experiment in International Living, is compared and contrasted with the Pius XII Institute Graduate School of Fine Arts in Florence, administered by Rosary College, a small liberal arts institution.
3. The Johns Hopkins Center for Advanced International Studies in Bologna, designed for the second year of a highly specialized two-year master's curriculum, is compared and contrasted with Tufts in Italy, which offers a one-year master's degree in Italian Studies with much graduate-undergraduate interchange.

A. LANGUAGE-LITERATURE-CIVILIZATION

	Middlebury in Paris	Fairleigh Dickinson-Wroxton
History & Objectives	Middlebury in Paris (official title the Middlebury Graduate School of French in France) was organized in 1949 with the help of a Carnegie grant and by agreement with the University of Paris. Within a few years, it was providing a pattern for the establishment of other Middlebury language schools abroad: Spanish at Madrid and Salamanca in 1951, German at Mainz in 1959, and Italian at Florence in 1960. The purpose of all these schools is to enable American students who have a professional need for the master's degree in a foreign language to earn an academically recognized American degree through a year of study at a foreign university. Enrollment at Middlebury in Paris, 1964-65, was 85 (25 men, 60 women).	Fairleigh Dickinson purchased the 56-acre Wroxton property, including the Abbey House, from Trinity College, Oxford, in 1963. The house was extensively renovated for college use: central heating, modern wiring, new plumbing, and a modern kitchen installed, and provision made for classrooms, reading rooms, common rooms, and bed-sitting rooms for 40 students. The first students were accepted for the summer session of 1965. The purpose is to serve both graduate and undergraduate needs: to provide a 2-summer sequence leading to the M.A. in English from Fairleigh Dickinson, and during the academic year to provide a junior year abroad program for non-foreign language majors among undergraduates. Enrollment at Wroxton, summer 1965, was 40 (34 regular grad. students, 6 special students).

	Middlebury	**Fairleigh Dickinson**
Admission requirements	1. A.B. from "approved college". 2. Undergraduate major or equivalent in French. 3. Intention to teach or other definite professional need. (The program is not designed for candidates for the doctorate or others wishing to do independent study or research.) 4. Pledge to speak only French during the course of study. 5. Successful completion of a preliminary summer session at Middlebury. All acceptances are provisional only until this requirement is fulfilled. Only full-time students who are serious candidates for the degree are accepted.	1. A.B. from accredited college. 2. A strong undergraduate record in English, including at least 24 credit hours. Transcript required. 3. Names and addresses of two "responsible references." It is recommended but not required that degree candidates have a reading knowledge of at least one foreign language. Non-degree candidates and students who do not wish to work for credit may be accepted if they offer evidence that they fit into the program and can profit from it.
Degree requirements	1. Successful completion of 6 cr. of work at the preliminary summer session at Middlebury (see admission req. above). 2. Completion of an orientation program in Paris organized by the resident Director of Studies for the month of October. This program includes courses in translation, composition, and explication. During this period the student also chooses, with the Director's approval, his program for the year. 3. Successful completion of 20 cr. of course work at the University of Paris, distributed over two semesters. Programs must include an advanced course in each of four fields: grammar or linguistics, oral practice and theory of diction, literary history or criticism, national history and geography. Attendance is required, and students must pass course examinations set and evaluated by the French professors. 4. Preparation of a short thesis or memoire under the supervision of a tutor or repeteur to whom the student is assigned early in his first semester abroad. The	1. Successful completion of 24 cr. of course work during two summers at Wroxton (two 4 week sessions each summer). Examinations are set and evaluated by Fairleigh Dickinson faculty members in residence, not by the English lecturers. 2. Completion of a research thesis in connection with a 4-cr. thesis course offered by Fairleigh Dickinson on its American campus. This course may be taken in absentia by students who do not live near the campus. 3. Completion of 4 more cr., either by extending the thesis or by further course work at Fairleigh Dickinson or at another university. Thus there is a total of 32 cr. for the degree.

	Middlebury	Fairleigh Dickinson
Degree requirements (cont.)	thesis is counted as 4 cr. toward the degree. Thus there is a total of 30 credits for the degree. 5. Evidence of habitual and successful use of French for all communication, oral and written, throughout the year. Beyond the M.A. in French from Middlebury, which may be earned by fulfilling the above requirements, the M.A.T. from Wesleyan University is available to students who precede the Middlebury year with a year at Wesleyan, taking appropriate courses in teaching methods, practice teaching, and the like. Students in France are encouraged also to take the examination for the Diplome Superieur and are given a bonus of 2 cr. if they succeed.	
Curriculum & academic facilities	The resources of several divisions of the University of Paris are available to Middlebury students. They attend one or more series of lectures in the Faculté des Lettres and elect courses from among those offered at the Centre Albert-Chatelet, the Institut des Professeurs de Français a l'Etranger, the Institut de Phonetique, the Institut d'Etudes Politiques, and others. Thus, although the students are officially enrolled in the Faculté des Lettres, their choice of courses is extremely wide, and the type of work expected ranges from attendance at lectures to completion of practical exercises for language skills. As specified under Degree Requirements (No. 3), they are asked to distribute their advanced work over four fields, but they may exercise preference within those fields, provided that they concentrate their programs on French-related studies. All programs must be approved and credits evaluated by the resident Director of Studies for Middlebury.	Two courses are offered in each of the two 4-week summer sessions at Wroxton each year, and each course counts for 3 cr. Different courses are offered in successive summers to enable students to earn 24 cr. in two summers of work for the M.A. Courses offered in 1966 will be as follows: First session, July 4-30 Shakespeare's Historical Plays--I The English Theatre: A Survey Second session, August 1-27 Shakespeare's Historical Plays--II Shakespeare's Contemporaries Beyond regular course work there is a full schedule of field trips. Wroxton is only 16 miles from Stratford, 23 from Oxford, and 75 from London; this made it possible for students in the 1965 summer session to make frequent trips to all three centers, to attend five lectures in Stratford, and to see six Shakespearean and seven contemporary plays. In addition, all

	Middlebury	Fairleigh Dickinson
Curriculum (cont.)	Field trips include a day at Chartres and an excursion to the Loire country in the spring as well as a number of official receptions. As enrolled students at the University of Paris, the Middlebury group enjoys full library privileges.	traveled by bus to Stonehenge and Avebury, to Nottingham and Malvern, to Salisbury, Worcester, and Coventry Cathedrals, and to other sites of historical and literary interest, including Blenheim Palace, Sulgrave Manor, Warwick Castle, Broughton Castle, the Upton House Museum, Compton Winyates, the Chedworth Roman villa, and a Roman villa site near Wiginton, where they were allowed to help with the excavation. A library with holdings chosen to complement the course offerings has been installed at Wroxton Abbey. For more extensive research, Wroxton students are permitted to use the Oxford University libraries.
Faculty and administration	The faculty is that of the University of Paris, as indicated above. By special arrangement, faculty members give examinations to Middlebury students and evaluate the results in courses counting toward the Middlebury degree. The Director of the Middlebury Language Schools in Vermont has over-all responsibility for the overseas programs as well. Immediate responsibility for each foreign program, however, is in the hands of the resident Director of Studies. His duties are both academic and social: 1. To advise students academically and approve each student's choice of program. 2. To evaluate each student's program and performance in terms of the American system of credits and grades. 3. To organize orientation courses for students each October before regular courses begin. 4. To assist students to make suitable living arrangements. 5. To help students to meet foreigners of similar background and interests. 6. To request withdrawal of any student not making proper use of the course (students are required to report immediately to the Director any illness or inability to attend classes.	Two experienced faculty members from Fairleigh Dickinson are in residence at Wroxton. They hold weekly tutorial hours with the students, assign term papers, set examinations, and establish grades. Course lectures are given by six to eight British writers and scholars, with occasionally a visiting American, who come to the Abbey for this purpose. They make themselves available for conferences with students and meet students socially at coffee hours, but they have no direct involvement with papers, examinations, or grades. The lecturers for the Shakespeare course in the summer of 1965 included the Director and the Secretary of the Shakespeare Institute and the chairmen of English departments from Liverpool, Leeds, Warwick, and Bryn Mawr. Lecturers on contemporary fiction and drama included a reviewer for PUNCH, drama critics from the IRISH TIMES and the QUEEN, producers from the Stratford and Oxford theaters, and actors of Shakespearean roles. The senior tutor of Trinity College, Oxford, lectured on Roman Britain, heraldry, and Oxford University. The Dean of the College of Liberal Arts at the Fairleigh Dickinson Rutherford campus has over-all responsibility for the Wroxton program.

	Middlebury	Fairleigh Dickinson
Travel, residential, & social facilities	Each student is responsible for his own transatlantic transportation. He must report to the Director of Studies in Paris by the date established for the Middlebury program to begin. Each student is also responsible, with the assistance of the Director of Studies, for making his own arrangements for room and board. His choice is usually among the following: 1. The Cité Universitaire (limited number of rooms). 2. A private French family (room and board). 3. A small hotel. Students who live at the Cité or at a hotel take their meals out at government subsidized student dining halls or at restaurants. Students are invited to a number of social events such as receptions and excursions planned by the Director of Studies to help them get acquainted with the French. They are warned in advance, however, that international friendships are difficult to establish.	Students may arrange individually for their transatlantic transportation or may sign for a group flight. All students live at the Abbey House in double or single bed-sitting rooms. They take their meals at the Abbey also. Recreational facilities on the 56-acre estate include bicycling, croquet, ping pong, etc. A public golf course and public riding stable are located nearby. In the village of Wroxton there are a few facilities: a post office, a general store, and churches (Anglican, Catholic, and Methodist). At Banbury, three miles away, there are medical and hospital services, banks, a car rental agency, stores, etc. Students are encouraged to establish friendly relations with English people at Wroxton and Banbury, but the location and self-contained program at Wroxton makes it impossible for them to participate in the exchanges of university life.
Finance	The cost to each student is as follows: 1. Summer session at Middlebury (all-inclusive) $440 2. Tuition, Paris 600 3. Diploma fee 15 4. Room & board, Paris (app.) 1400 5. Extracurricular " 350 6. Transatlantic travel" 450 7. Emergency fund " 300 $3555 Note that only the first three items above are paid directly to the college. The others are estimates of what a frugal student will have to spend. The college recommends that students have additional funds available and that they carry medical insurance.	The cost to each student per session is as follows: 1. Fee for each session (includes tuition, textbooks, trips, theater tickets) $300 2. Room and board each session (double room) 250 3. Application fee 5 4. Transatlantic travel (group flight) 325 $880 But note that to earn the degree a student must attend two sessions per summer for two summers. This would raise the cost to $2,855 (four times items 1 and 2, and twice item 4). Beyond this, extra funds would be necessary for recreation, emergencies, health insurance, etc. Finally, to

Middlebury

Finance (cont.)

A few scholarships are awarded for the preliminary summer session at Middlebury, but the college has no scholarship funds for the program abroad. Limited loans are available from college and NDEA funds.

Winners of Fulbright awards, if assigned to the University of Paris, may apply their funds to the Middlebury program, as may winners of French government scholarships administered through the Institute of International Education.

In 1964-65, eleven of the 85 students in Paris held Fulbright awards, two had fellowships from the Alliance Francaise, two held French government grants, and six were on appointment from the West Point Military Academy.

earn the degree the student must offer eight extra credits, earned at Fairleigh Dickinson or some other university, and the cost of these must be added to total costs on the same basis as the preliminary summer session at Middlebury. The cost of the Fairleigh Dickinson program to the student, therefore, is at least as much as the cost of the Middlebury program.

From the point of view of the institution, Fairleigh Dickinson reported a budget of $80,000 for Wroxton in 1965. No further details were available, however, and even this figure may not be informative in view of the fact that the program was not in full operation until the summer of that year; the undergraduate program had not yet begun.

B. FINE ARTS

Temple-Tyler in Rome

History & objectives

The Temple University Tyler School of Art was established in 1934, and since 1951 it has offered a summer study-tour of Europe for 6 graduate or undergraduate credits in the visual arts. The permanent School of Art in Rome is a new venture, undertaken within the past year in cooperation with the Experiment in International Living. It offers courses for both graduate and undergraduate students throughout the academic year and in a summer session. Its objectives are to carry on the over-all Tyler goals of training professional artists and teachers of art and in addition to offer opportunities to study Italian art in its historical and cultural setting and to increase international understanding.

Rosary-Pius XII in Florence

The Pius XII Institute Graduate School of Fine Arts was founded through the generosity of Myron Taylor, who in 1941 presented the Villa Schifanoia, his Florentine home, to Pope Pius XII with the request that Dominican Sisters from Wisconsin establish there a graduate school of fine arts for American women. The Institute was opened after the war, in 1948, and in 1954 Rosary College of River Forest, Ill., administered by the same Dominican Sisters, began to confer the master's degree for work done at the Institute. The program is now accredited by the North Central Association of Colleges and Secondary Schools.

Objectives are to develop the student's creative power through a program of technical training and scholarship in the arts, and in the process to cultivate humanistic breadth and international understanding.

	Temple-Tyler	Rosary-Pius XII
Admission requirements	1. Bachelor's degree from accredited institution. 2. Strong undergraduate record, with at least 30 cr. in art and 6 cr. in art history (transcript required). 3. Portfolio demonstrating drawing ability, competence in a major studio field and achievement in other fields. 4. Names and addresses of five references for artistic ability, scholastic performance, and character. 5. Brief, written statement of the applicant's aims as an artist in seeking to study abroad. 6. Health and welfare form, incl. health insurance. 7. Personal interview. If a student who has already been accepted as a candidate for the MFA at Tyler applies for the Rome program, he must submit a schedule of courses to be taken abroad and at Tyler after his return to fulfill the requirements for the degree. Applicants who are candidates for degrees at other institutions may apply for the Rome program but must submit a letter from their dean or director recommending them and giving assurance that the Rome credits will be accepted for transfer.	1. Bachelor's degree from accredited college. 2. Undergraduate major in art or music, or a bachelor of fine arts degree, or the equivalent (transcript required). Beyond this, each degree offered has its own admission requirements or prerequisites: a. M.A. in art history requires undergraduate major in art or art history, incl. 15 cr. in art history, 9 cr. in general history, 6 cr. in studio work. Applicants must also submit a research paper demonstrating ability in critical analysis and writing. b. M.A. in art requires undergrad. major in art or its equiv., plus portfolio of representative works. c. M.F.A. requires B.F.A. or equiv., including 9 cr. in art history and reading knowledge of French or German in addition to the knowledge of Italian required of all at the Institute. Even then, candidates are accepted in the M.F.A. program only by invitation of the degree committee after receiving the M.A. d. Master of Music in music history requires undergrad. major or equivalent (min. 15 cr.) in music history, a reading knowledge of French or German in addition to Italian, a sample research paper demonstrating ability in critical analysis and writing, and a tape recording demonstrating proficiency in applied music. e. Master of Music in composition and theory requires undergrad. major or equiv. in this field, examples of studies in composition and theory, and a tape recording showing proficiency in applied music. f. Master of Music in applied music requires undergrad. major or equiv. in an instrument or voice and a qualifying audition or tape recording.

	Temple-Tyler	Rosary-Pius XII
Admission (cont.)		3. Testimonial from a reliable person not a relative. 4. Satisfactory financial reference. 5. Certificate of good health. Provisional admission may be granted to an applicant from a nonaccredited institution or to one who lacks some of the undergraduate prerequisites. Such students are granted full admission after satisfactory completion of courses at the Institute, but no graduate credit will be given for courses needed to make up undergrad. prerequisites. Students who do not wish to work toward a master's degree may be admitted if they fulfill the admission requirements and if they follow a program of at least 9 cr. per semester. Students who meet all of the admission requirements are admitted to the Institute but do not become candidates for the degree until they have done satisfactory work on the graduate level for at least one semester and passed a foreign language reading examination.
Degree requirements	For the M.F.A., a min. of 48 cr. or a max. of 64 cr. of graduate course work, depending on a student's previous training. The student with a B.F.A. will be required to complete fewer credits of graduate work. The distribution of credits and other requirements is as follows: 1. Major field (painting, printmaking, or sculpture), 18-26 cr. 2. Related studio disciplines, 12-20 cr. 3. Art history, 12 cr. (incl. seminar in research methods and a course in the preparation of the thesis). 4. Electives, 6 cr. (esthetics and art criticism recommended). 5. A one-man exhibition of work to be judged by the graduate faculty and defended by the student in an oral examination. 6. A research thesis, directed by dept. of art history, judged by grad. faculty, and defended by student in oral examination.	General: 1. Minimum residence requirement for the M.A., 2 semesters; for the M.F.A., 4 semesters. Students are warned that these requirements are minimum, and only those with a very strong background should expect to complete the course within them. 2. An average of B in courses taken for the degree (minimum of B in major, of C in electives). 3. Basic knowledge of Italian. This is interpreted to mean a course in the language before arrival at the Institute, two weeks of intensive oral study before classes begin, and the passing of an oral examination. This requirement is in addition to the reading requirement specified for most of the degrees. Special: 1. M.A. in art history a. 30 cr. course work b. Reading knowledge of French or German

	Temple-Tyler	Rosary-Pius XII
Degree requirements (cont.)	The above requirements apply to the M.F.A. degree from Tyler, whether work for the degree is done entirely on the Philadelphia campus or partly in Rome. It is recommended that students who wish to study in Rome do so during the first year of work for the M.F.A. If they elect to go to Rome for their second year, they must complete the thesis course on the home campus after their return. Tyler also cooperates with the Temple University College of Education in awarding the M.Ed. with a major in art. Candidates for this degree would not normally study in Rome because they must include education as well as art courses within a year of study.	c. Written comprehensive and visual identification exams in history, theory, and practice of Art. d. Written thesis. e. Oral exam on thesis and related material. 2. M.A. in art a. 30 cr. course work (22 studio). b. Reading knowledge of foreign lang., pref. Italian. c. Comprehensive exam in art history, theory, and practice. d. Studio project, with a written critical study of problems related to the work. e. Public exhibit of judged by committee of art faculty. 3. M.F.A. a. 50 cr. course work, inclusive of the M.A. (30 studio, 15 A.H.) b. Thesis c. Pictorial work demonstrating the thesis. d. Public exhibit of work, to be judged by entire art faculty. e. Final oral exam on thesis and related areas. (Note that language req. was included in M.A. which is pre-requisite for M.F.A.) 4. Master of Music in music history a. Min. 30 cr. course work (19-27 music hist. & lit.) b. Written thesis c. Oral exam on thesis and related material. 5. Master of Music in comp. & theory a. Min. 30 cr. course work (24-28 in music). b. Program of original compositions or written thesis with oral exam. 6. Master of Music in applied music a. Min. 30 cr. course work (20-28 in music). b. Two public recitals, including advanced works from the classic, romantic, and modern periods. Two concertos in repertoire of instrumentalists, two complete operatic roles in repertoire of vocalists.

	Temple-Tyler	Rosary-Pius XII
Curriculum & academic facilities	Courses are given at the Tyler headquarters in Rome, the Villa Caproni. Graduate students normally carry 16 cr. a semester: First semester Major studio course, 5 cr. Studio elective, 3 cr. Art history, 3 cr. Italian language & culture, 5 cr. Second semester Major studio course, 5 cr. Studio elective, 3 cr. Drawing, 2 cr. Art history, 3 cr. Italian language & culture, 3 cr. The studio courses are for graduate students only (separate courses are given for undergraduates), but in the art history and Italian courses graduates and undergraduates are mixed. The only choice of courses is among the three major studio areas of painting, print-making, and sculpture. Tyler occupies most of two floors of the Villa Caproni, with studio facilities for 60 students, each of whom is assigned a permanent location with easel and drawing table so that he may work independently when not in class. Equipment is described as completely modern. Constant field trips are made for the courses in art history and Italian language and culture. Students visit places of artistic, architectural, and sociological interest.	Courses are given at the Institute, at the Villa Schifanoia, and are all on the graduate level. There is a fairly wide choice: 17 semester courses in art history, 12 studio courses in art, 15 in music history and literature, 9 in music theory, 3 in Italian literature and civilization, 2 in philosophy. Art studios are housed in a new building on the estate: fresco and sculpture on the ground floor; oil, tempera, and water color on the second floor. The north wall of the building is made entirely of glass. Music studios are in another building equipped with practice rooms. No more than two students are assigned to any practice room. The Institute has its own art-music library, including a slide collection and musical scores and recordings. Also available to students for research are the libraries of Florence, including the Biblioteca Nazionale, The Biblioteca Marucelliana, the Biblioteca Mediceo Laurenziana, the Biblioteca Riccardiana, the Berenson Library, the Kunsthistoriches Institut, the Instituto di Storia dell'Arte, the Biblioteca del Conservatorio di Musica Luigi Cherubini, and others. The students frequent, individually and in groups, the museums, galleries, palaces, churches, and concerts in Florence. For longer field trips, travel is arranged to Milan, Bologna, Siena, and Rome. A special six-week study-travel program, open to qualified students in art, art history, and music, is conducted by the Institute each summer.

	Temple-Tyler	Rosary-Pius XII
Faculty & administration	Three faculty members from the Philadelphia campus will be in residence at the Rome school, beginning with the summer session of 1966. One of these will serve as Director of the Rome school. Another is Dean of the Philadelphia school, to which he will return after the fall semester. Additional faculty members are to be announced; some if not all will be Italian. Responsibility for admissions and major administrative decisions rests with the administration of Tyler in Philadelphia. All travel and residential arrangements for students are made and administered, not by Tyler, but by the Experiment in International Living, which has its own staff in the U.S. and in Rome. The Experiment supervises the student in residence, but if major disciplinary or other problems arise, a conference is called with the Tyler authorities and the student may be asked to withdraw from the school.	The Institute draws its faculty from Italy, particularly the vicinity of Florence. It numbers 24 in art and art history, 12 in music, 1 in philosophy, 1 in Italian. It includes two professors from the University of Florence and the director of the School of Archaelogy there; the director of the Uffizi Gallery and the director of the restoration department at the gallery; the directors of the San Marco, Borgello, and Archaelogical Museums; the director of the Accademia Gallery; the director of the Porto Romana Institute of Art. A number of the music faculty are drawn from the Conservatory Luigi Cherubini. The program is administered by Dominican Sisters from Rosary College: a Directress, a Registrar, and a Librarian. They work with and are responsible to the Pius XII Institute Committee at the College, which serves also as Admissions Board for the Institute.
Travel, residential, & social facilities	As noted above, student travel and housing is handled by the Experiment in International Living. Students travel to and from Italy as a group by ship, and there is an orientation program for them on shipboard. They pay a comprehensive fee for travel which includes transatlantic and field trip costs. They must obtain special written permission if they wish to join the group in Italy or to return independently at the end of the program. The first month in Italy is devoted to what is called Homestay. During this period, before classes begin at Tyler in Rome, students are placed with Italian families in the vicinity of Florence. There they concentrate on studying the language and the Italian way of life. A number of seminars and field trips are arranged.	Students make their own arrangements for transatlantic travel. Residence facilities are provided at the Villa for Institute students, and this on-campus residence is recommended for concentration and achievement. Scholarships are available only to students who live at the Villa. Students who wish to live with families or in pensions in Florence are permitted to do so. The Institute will furnish lists of such accommodations, but students must make their own arrangements and the Institute assumes no responsibility for these. A number of plans for residence on and off campus for one or both semesters are suggested for students who wish to vary their patterns of living and study.

	Temple-Tyler	Rosary-Pius XII
Travel, residential, & social facilities (cont.)	Field trips in art history are also arranged during this period. Representatives from both Tyler and the Experiment are on hand for supervision. At the end of the Homestay period students proceed by bus to Rome, where they are accommodated in pensions for the 8 1/2 months of the academic year. Full board is included in the residential fee, but to provide a degree of freedom, students are permitted modest refunds up to a maximum of 7 meals a week so that without hardship they can eat occasionally at restaurants or with friends. Again the Experiment is in charge of residential arrangements, but as noted above, a conference with Tyler authorities may be called if there is a serious problem of a personal or disciplinary nature. All students are required to carry health insurance while abroad. They must attend classes regularly and must notify the school at once if prevented from doing so by illness or other serious reason. They must also notify the school in advance of any expected absence from residence for overnight or week end trips. Finally, they are expressly forbidden to operate an automobile at any time while in Europe. If they fail to observe any of these rules, they may be asked to withdraw and will forfeit their tuition.	
Finance	The cost to each student is as follows: 1. Annual tuition $1,350 2. Travel & residence 2,150 $3,500 If a single room is requested, there is an additional fee of $200. Moreover, the fees listed above do not include health insurance (required), books, art materials, local transportation, personal expenses, or an emergency fund. Tyler recommends an additional $500-1000 for each student to cover such expenses.	The cost to each student is as follows: 1. Annual tuition $960 2. Room and board at the Institute for acad. yr. 1040 3. Matriculation fee 20 4. Diploma fee 20 $2040 The fees listed above do not include travel, transatlantic or other, for which the student must make independent arrangements. They also do not include funds for personal expenses, emergencies, and the like.

	Temple-Tyler	Rosary-Pius XII
Finance (cont.)	Some scholarships and loans are available to students on the Philadelphia campus, but no aid program has as yet been established for the program in Rome.	For students of the organ, there is an additional practice fee of $20. On the other hand, the Institute estimates that a student can save expense by living off campus, where room and board will cost only about $885 for the academic year. A part-time student can save money also by paying at the rate of $32 per credit hour rather than the full tuition rate. A few competitive scholarships, valued at $1000 each, are available to resident students only.

C. INTERNATIONAL STUDIES

	Johns Hopkins in Bologna	Tufts in Italy
History & objectives	The Bologna Center of the Johns Hopkins School of Advanced International Studies was established in 1955 to enable SAIS students interested in European International relations to spend a year of study in Italy and apply the credits toward the M.A. degree from the School. The Center does not grant its own degrees but is a branch of the School with its own faculty, curriculum, and student body. It is closely associated with the University of Bologna but offers an American curriculum and maintains the same academic standards as the School in Washington. Like the School, it operates on the graduate level only. The School for Advanced International Studies offers a graduate curriculum leading to the M.A. and Ph.D. degrees to students preparing for careers in international service. It directs them toward a general knowledge of world affairs and special knowledge of a geographic area or field of study. Its graduates enter government service, international business organizations, non-governmental international agencies, teaching, and research.	Tufts in Italy, with headquarters in Naples, was established in 1961 to enable both undergraduate and graduate students to pursue courses for credit overseas during the regular academic year. It offers a variety of courses to undergraduates, and to graduate students a program leading to the degree of Master of Arts in Italian Studies. This is primarily a civilization, not a language program. The degree is granted by Tufts University in Medford, Mass.

	Johns Hopkins	Tufts
Admission requirements	1. Bachelor's degree. 2. "Adequate preparation" in the social sciences. This is construed to mean: a. Work in economics, history, and political science, incl. at least one basic course in the principles of economics. b. Preferably an undergraduate major in international relations. 3. "Adequate preparation" in at least one foreign language. 4. Certificate of health. Students with preparation in business, engineering, law, science, and theology may be admitted with the approval of the Dean and faculty. Permission to participate in the program under special conditions may be granted by the Dean and faculty to qualified members of business organizations sponsored by their firms, officers of the Armed Services, and staff members of U.S. government agencies. All of the above conditions are for admission to the Master's degree program at SAIS. Permission to participate in the Bologna program is granted separately, usually in the second year of study for the master's degree. Good character and suitability for international work are among the intangibles weighed for admission to the Bologna program as well as to the school itself.	Admission to the Tufts University Graduate School of Arts and Sciences qualifies a graduate student for admission to the Tufts in Italy program: 1. Graduation from lib. arts college or engineering school of "recognized standing." 2. Two sets of undergrad. transcripts. 3. Score on Grad. Record Exam. 4. Three academic and character recommendations from teachers, etc. 5. Health certificate. 6. Acceptance by Tufts graduate dept. in which student plans to work.
Degree requirements	SAIS degree requirements are not stated in terms of credit hours, for programs are planned individually. Normally, however, a student without advanced preparation, such as a master's degree in another discipline, studies for two years for his SAIS master's degree. His course load each year is generally four full-year courses plus the study of a modern foreign language. Before he is permitted to specialize	The degree of Master of Arts in Italian Studies emphasizes a view of Italy as a social entity, including Italian contributions to the arts. Candidates for the degree must fulfill the following requirements: 1. One year of residence in the Tufts in Italy program. 2. Demonstration of competence in Italian. 3. Successful completion of the course Special Studies in Italian Civilization (conducted in English).

	Johns Hopkins	Tufts
Degree requirements (cont.)	he must demonstrate basic knowledge of four fields: a. Int'l economic relations. b. European diplomacy or American foreign policy. c. Int'l law or int'l organization. d. Int'l politics or comparative government and politics. Undergraduate work may be counted toward area competence in these fields, though it provides no credit toward an advanced degree. Once competence has been shown, the student specializes in a geographic area or an area of thought such as int'l economics, int'l law, etc. Every student must show professional competence in one modern foreign language by passing written and oral examinations requiring two-way translation and discussion of topic in int'l relations in the chosen language. The student must attain a grade of at least B in every course to be counted toward the degree. Finally, the student must pass an oral examination before a faculty committee. The examination will cover the four basic fields listed above as well as the field of the student's specialization. A thesis is not required.	4. At least two semesters of courses in each of two departments represented in Tufts in Italy. These departments are Classics, Fine Arts, Italian, Music, and Sociology. 5. Completion of a thesis based on a problem of interest to each of the two departments in which courses are taken. 6. Average of B in courses to be counted toward master's degree.
Curriculum & academic facilities	As noted above, the Bologna curriculum is not self-contained but supplements that at the School in Washington. There is a two-week orientation program in English and Italian before the start of classes each fall. Then, according to their fields of specialization (most students are in the second year of their master's program), students choose among 20-25 courses in diplomacy and	From 4-6 courses are offered to Tufts in Italy students in each of the five fields listed above: Classics, Fine Arts, Italian, Music, and Sociology. Only 2 of the 26 courses listed are limited to undergraduates; in all others undergraduate and graduate students are mixed. All courses are given at the Tufts academic building in Naples, Largo Farrantina 1, but there is emphasis on field trips, both in the vicinity

	Johns Hopkins	Tufts
Curriculum & academic facilities (cont.)	international relations, economics, and law. A normal program consists of one required course, the Atlantic Community and European Integration, four full-year elective courses, and a language course in French, German, Italian, or Russian. A major study trip is made each year to the headquarters of the European Communities, where students participate in meetings held at the Council of Europe, NATO, and other political and economic organizations. Separate study trips are made to West Germany and Austria with financial help from those governments. Besides the International Studies Program, open to both American and European students, the Bologna Center offers an American Studies program to European students only. This, however, is not a part of the master's degree sequence in international studies. The Bologna Center maintains its own library. In addition, students have access to the libraries of the Juridical Institute, the Faculty of Economics and Commerce, and the Faculty of Letters of the University of Bologna.	of Naples and in Rome, Florence, and Sicily. During the winter vacation, an optional extra-cost trip to Greece is arranged. Music and art studios and a library are maintained in the academic building of the school. Students in Italian Studies (this would include all graduate students) are permitted also to use the library facilities and attend the lecture series at the Instituto Italiano per gli Studi Storici, described as a graduate school of humanistic studies founded by Benedetto Croce. Recently a summer workshop has been instituted which permits graduate and undergraduate students to earn extra credits during a five-week session.
Faculty & administration	The Bologna Center has its own faculty of 15, European and American, plus 5 language instructors. The faculty includes 3 Fulbright professors. SAIS policy is that faculty members must have both academic competence and practical experience in international government or business activities. All maintain consulting relationships in addition to teaching. To supplement the work of the regular faculty in both Washington and Bologna, visiting	All courses at Naples are taught by members of the Tufts University Faculty. Their work is supplemented by special lectures given by visiting Italian scholars and authorities in special fields. A resident administrative Director is in charge of the academic program and also helps students with residential and travel plans. Final responsibility rests with a Dean-Director of Overseas Programs on the Massachusetts campus.

	Johns Hopkins	Tufts
Faculty & administration (cont.)	lecturers actively engaged in government work are brought to the campus. The faculty-student ratio is approx. 1-4 The Director of the Bologna Center is a full professor of diplomatic history and a member of the Academic Board of SAIS.	
Travel, residential, & social facilities	Students make their own trans-Atlantic travel arrangements. The Bologna Center leases a group of apartments in a modern building and has furnished them except for linen for the accommodation of students. Unmarried students are required to live in these apartments. For married students and their families the Center maintains a list of good furnished apartments at modest cost. Academic field trips, described in connection with the curriculum, are arranged by the Center. Other travel is individually arranged by the students who undertake it.	Students make the transatlantic crossing as a group. Steamship reservations are handled for Tufts by Travel Unlimited, Medford, Mass. Students must obtain their own passports, visas, and inoculation certificates. Tufts in Naples arranges for living accommodations near the academic center. Medical services are arranged for as needed; each student must subscribe to a health insurance plan. Academic field trips are arranged for by Tufts, as is also the extra cost trip to Greece for interested students during the winter vacation. Students who wish to undertake further travel are helped and advised by the Tufts Administrative Director in Naples.
Finance	The cost to each student is as follows: 1. Tuition at Bologna (vs. $1800 in Washington) $ 900 2. Rent at Bologna 240 3. Application fee 10 4. Diploma fee, M.A. 10 5. Student activities fee (Bologna only) 25 $1,185 It must be remembered that these charges do not include the transatlantic crossing, food in Bologna, or any incidental expenses. The application and diploma fees apply to all students, here or abroad.	The cost to each student is as follows: Tuition, room & board, library privileges, arranged travel in Italy, health insurance...........$2,900 This fee does not include transatlantic travel, vacations, personal expenses, or funds for emergencies. Tufts makes some tuition scholarships available for graduate as well as undergraduate students. It urges students, however, to seek out other sources of funds which might be applicable to this program.

	Johns Hopkins	Tufts
Finance (cont.)	The Bologna program should be thought of, financially as well as academically, as part of the two-year master's program at SAIS. Thus to the expenses at Bologna should be added the $1,800 tuition for a year at the Washington school, room and board costs in Washington, and incidental costs. To offset these expenses, SAIS has a generous fellowship program and a program of supplementary loans both for Washington and for Bologna. Depending upon the needs of the student, Bologna fellowships may cover any or all of the following: travel, tuition, maintenance. SAIS also has a fellowship exchange arrangement with the Italian Foreign Office to enable three Italian students to study in Washington and three Americans to study in Bologna each year. Private foundations and government agencies also make Fulbright grants and other special funds available.	

Of the programs described, it will have been noted that Wroxton offers all of its graduate work in the summer, Tyler offers summer courses, Pius XII offers an optional summer study-travel program, and Tufts offers a summer workshop. In short, summer programs are generally considered important for master's candidates, overseas as well as on the home campus. The summer facilities for the programs described above are similar to those available during the academic year (except for the travel program at Pius XII). No further comment on these seems necessary, therefore, but for contrast the summer travel-study seminar of a university offering no program during the academic year will be outlined:

Northern Illinois University initiated its Art Seminar in Western Europe in 1962. Under the sponsorship of the art department of the university, its purpose is to give students an opportunity to study European art by viewing original works, not otherwise available to them, under the guidance of a Northern Illinois professor. In 1965 seventeen graduate students and thirty undergraduated participated.

Admission depends on regular status as a graduate student or a third- or fourth-year undergraduate at the university. All students are given a bibliography in advance of the tour and are expected to complete the readings before the tour begins. All attend the same lectures en route, and all write a term paper. All earn 8 credits, to be applied at the graduate or undergraduate level, depending on the student's regular status.

The tour lasts for two months. The 1965 itinerary was as follows: London, Stratford, Amsterdam, Antwerp, Ghent, Bruges, Aachen, Cologne, Rhine Valley, Heidelberg, Rothenburg, Dinkelsbuhl, Nordlingen, Munich, Wachan, Vienna, Budapest, Lake Balatan, Zagreb, Ljubljana, Postojna, Venice, Padova, Ravenna, Perugia, Rome, Naples, Pompeii, Paestum, Salerno, Athens, Delphi, Patnas, Olympia, Nauplia, Epidaurus, Mycenae, Siena, Florence, Pisa, Milano, Stresna, Brig, Montreux, Geneva, Autun, Fontainebleau, Paris.

The director in 1965 formerly directed art travel seminars for Teachers College, Columbia.

Students pay $1500 for travel and living costs, plus $33.50 for tuition and fees if they are Illinois residents, $76 if they are from another state.

CONCLUSIONS

Overseas master's degree programs are much more individual in character than domestic programs, and this is largely because most of them are new and at least semi-experimental. There has been no time for guidelines to be established or patterns to become as fixed as they often are at home. An institution planning its own program, therefore, has considerable freedom. What it can learn from the experience of others is in the realm of principle:

1. The standards which make for strong graduate instruction at home also apply overseas. This means, for example, that to give both graduate and undergraduate students the same degree credit for the same course is to confuse levels to the detriment of both students and institution. The stronger graduate programs do not admit undergraduates at all. If students at both levels are present, there should at least be separate courses and separate requirements for those working for graduate degrees.

2. An overseas program should be designed to take full advantage of opportunities for field trips and special guest lecturers unavailable on the home campus. Here again, however, the stronger programs use these as a supplement to, not as a substitute for regular instruction by a permanent, professional faculty, foreign or American.

3. To have students attend classes at a foreign university simplifies the problem of instruction and provides a wide choice of subjects and courses. However, even at the graduate level, non-foreign language majors are generally considered unable to profit from the courses offered by a foreign university to its own students. The answer for an American institution appears to be the overseas campus, where a program comprehensible to American students can be offered in a specialized field.

4. Where the overseas campus exists, year-round operation is the general rule. Economics is not the only reason for this. At the master's degree level especially there is a need for summer programs because of the requirements of young teachers. The double summer session, providing an opportunity for the student to earn as many as 12 credits during one summer abroad, is an important development here.

5. There is general agreement that supervision of students' living arrangements must be provided, even at the graduate level. Whether students are housed on an overseas campus, with private families, or in pensions, apartments, or the like, depends, of course, on the facilities available. Health insurance is generally required.

Finally, there can be no question of both the need and the opportunity in this field. Although many programs have been started in the past five years, few are well established or widely known. In the expansion which is to come, the small college can make an outstanding contribution. Its experience in planning for small groups of students, its traditional strength in the liberal arts fields, especially the humanities and the social sciences, and its flexibility in adapting itself to experimental programs are important qualifications. In overseas work, moreover, some of the disadvantages it suffers in comparison to large universities at home can be overcome: it can attract foreign scholars to augment an otherwise small faculty, and it can secure library privileges for its students at a foreign university. Vision and effort are required, but the rewards in service and prestige are potentially great.

PART III

RECOMMENDATIONS FOR FINCH COLLEGE

RECOMMENDATIONS FOR FINCH COLLEGE

The future need for master's degree programs promises to be even greater than the need today. Projections by the U.S. Office of Education published in the spring of 1967 show that the number of master's degrees awarded annually is expected to rise from 132,800 in 1966-67 to 325,200 in 1975-76, an increase of over 77%. According to a survey conducted by the American Council on Education at 251 institutions in the fall of 1966, 48.2% of freshmen are now entering college with plans to continue beyond the bachelor's to a higher degree; at leading liberal arts colleges, both men's and women's, the percentage is even higher: 90% at Amherst, 74% at Radcliffe, 55-60% at Bryn Mawr.

In the face of this expansion, university graduate schools are reducing their commitment to master's degree programs in order to give more emphasis to the doctorate. The recommendation to this effect adopted by the Harvard Graduate School of Education in 1966 has already been noted. As early as 1965 Cornell announced that its graduate admissions policy would favor students committed to the doctorate. In 1966 Columbia adopted a similar policy and a year later announced that the number of master's degree students in history had been reduced from 175 to 100 and in English from 100 to 90. Yale in 1966 had 575 applications for only 40 places in first-year graduate work in English, and in history and economics also there were more than 10 applications for every place to be filled. It has been estimated that about 70% of applicants today, many of them with excellent undergraduate records, are denied admission to the graduate school of their first choice. Graduates of smaller, less famous colleges are at a disadvantage, as are those--and this includes most women--who cannot immediately enter upon the long road to the doctorate.

Master's degree programs offered by smaller institutions can play an important role in relieving this "graduate-school squeeze." They may, in fact, provide the greatest hope for the future of the master's as a degree of academic and professional significance, especially for students in the humanities and social sciences and for those who wish to make teaching the focus of an educational career. The expansion of master's degree programs at liberal arts colleges noted in the first section of this report and the quality of programs described in the intervening sections are evidence that already there has been a response to the need, and that the response has been good.

A college is not a university. It cannot offer the wide selection of graduate courses, the world-famous scholars, the vast library collections that characterize the university at its best. For a college, no matter how strong, to challenge the university in these areas is futile and self-destructive. But a college can have an excellence of its own, and this excellence, properly developed, can support a master's degree program that is distinctive and fully qualified to serve the interests of the students, the larger community, and the college itself.

How can one determine whether a given college should attempt to establish such a program? There is the example of comparable institutions; many such examples have been cited in this report. There are the guidelines published by the regional accrediting associations, the Council of Graduate Schools, the state; these have been studied, and copies of the most recent statements by the Middle States Association, the Council, and the New York State Commission for Higher Education are provided for convenience in the Appendix. Together these guidelines and examples form what might be called the principle of consensus: general agreement as to the basic standards and patterns which must be met and observed to give graduates of a program the academic or professional recognition they need. Any new program must conform to the consensus to the extent of fulfilling this responsibility.

Beyond consensus, there is the principle of context. This term is used by the Harvard Committee to describe the special conditions under which a program operates--the traditions of an institution, its environment, its academic style. It is context which provides individuality and distinction, so that even a small college program may offer opportunities not found elsewhere. It is context also which, as a unifying principle, sustains the undergraduate-graduate relationship and makes it possible for a master's degree program to strengthen the character and effectiveness of the college as a whole.

Taking both context and consensus into consideration, the following recommendations are made:

I. General Recommendation

That Finch College institute, as soon as feasible, a program leading to the Master of Arts degree in at least two and preferably three academic subjects, and a program leading to the Master of Science in Education degree in elementary and secondary education, the subject areas in secondary education to be limited to those in which work for an academic master's degree is available.

A dual degree program, academic and professional, is appropriate to Finch for several reasons. Most important is the longstanding college tradition of a complementary relationship between the liberal arts and professional or vocational studies. Originating in the educational philosophy of the founder, this tradition has endured through every phase of Finch development and finds current expression in programs leading to the baccalaureate and associate degrees. To extend this academic-professional relationship to the master's degree level would be philosophically consistent, would preserve the balance of the curriculum, and would afford an opportunity to develop, from the juxtaposition of diverse methods and outlooks within the degree framework of a small institution, a climate favorable to intellectual growth. In practical terms, a twofold program is indicated by the need to serve the interests of students both in academic fields and in education, for reasons already made clear. Here again the complementary relationship would be reinforced by the fact that students in secondary education would do a substantial part of their graduate work in academic fields.

II. Recommendations on Program

1. That coherent programs of study, directed toward clear objectives, be developed for each degree.

Objectives and the programs to fulfill them must be developed on two levels: institutional and departmental. This report will be concerned with the institutional level. Departmental policies should be developed within the institutional framework by participating departments working in cooperation with the appropriate faculty-administrative committees.

2. That for the Master of Arts degree the following institutional objectives, basic requirements, and features of program design be considered for adoption.

Objectives	To lead the student, through a planned program of graduate study, (a) to consolidate his grasp of an academic subject field, (b) to investigate deeply and coherently a limited area of it, and (c) to acquire the skill and experience necessary to communicate his knowledge and pursue it further, either independently or in work for a higher degree.
Basic requirements	a. A minimum of 30 credits beyond the bachelor's degree. b. A comprehensive examination. c. A master's thesis. d. Reading knowledge of at least one foreign language appropriate to the subject field. Degree candidacy to be attained after successful completion of at least 12 graduate credits and evidence of foreign language proficiency.

Program design

Four areas of special opportunity are suggested by the context of Finch: intellectual encounter, diversity of experience, close personal guidance, and sequential development. The size, location, and facilities of the college make it possible to provide these by means of a balanced curriculum, disciplinary and interdisciplinary seminars, independent study, committee as well as individual advisement, and options for overseas, inter-institutional, internship, and sequential work.

Structural framework

Each student's program would be planned to include the following:

1. Work in the field of concentration
   a. Graduate seminar
   b. Course work at the graduate level
   c. Independent study
   d. Research for the thesis
2. Interdisciplinary graduate seminar

All of these elements are essential as types of graduate experience; all are directly related to the objectives of the program. They provide the framework to be built upon to fill disciplinary and individual needs.

The graduate seminar in the field of concentration is fundamental. Each participating department would offer at least one such seminar each year, and graduate students concentrating in the field would be expected to include it in their programs. It would afford a common experience of study within the discipline and an opportunity to discuss research methods and problems as well as matters of substance.

The interdisciplinary graduate seminar would be a feature of the Finch curriculum to help the student see his field of study in the perspective of related fields. For example, a seminar in esthetics might explore relationships in literature, art, music, and philosophy; a seminar in the Renaissance would involve the social sciences and the humanities. Such seminars would be offered jointly by several departments, including, where appropriate to the subject, some departments without complete graduate programs of their own. Institutionally, this would be a source of strength in making well qualified faculty throughout the college available for graduate teaching and broadening the base of direct departmental involvement.

Course work would be a variable, planned to allow for options. First, a limited number of graduate courses would be offered by participating departments. These could be elected when available in areas consistent with the students' needs. Second, in accord with widely established practice, a student might be permitted to include one advanced (300 level) undergraduate course in his program, provided that he completed additional reading, research, or other stipulated graduate level work related to it and achieved a grade no lower than B. Third, and most important, the possibility of an inter-institutional option in course work should be explored. In New York City, Finch is within easy reach of five universities,

Program design (cont.)

all with rich course offerings at the graduate level. To enable a student, by institutional agreement, to complete up to 6 credits of approved graduate course work at a university concurrently with his work at Finch would broaden his experience and enrich his program. It would also ease the transition to a university should he decide eventually to proceed to the doctorate. Since the established transfer allowance for master's degree programs is 6 graduate credits with a grade of at least B, there should be no conflict with standards in making the allowance applicable to work taken concurrently with the Finch program as well as work completed prior to admission.

Independent study and research for the thesis, on the other hand, can be directed with particular effectiveness at Finch. In addition to the usual one-to-one advisory system, committee advisement should be instituted to give each student an opportunity to discuss his plans, progress, and procedures with several faculty members, meeting for the purpose. The committee for each student should be composed of his regular departmental adviser, another member of the same department, and a member of another department related to the student's field. At meetings held at least once each quarter, the committee should question the student about his studies, activities, and prospective career, encourage him to express himself orally, offer constructive criticism. Such meetings would not be oral examinations, but in requiring the student to be objective and articulate, they would prepare him for these and comparable experiences.

Ultimately, with the addition of the chairman of the major department, if not already a member, the advisory committee might serve as a reading committee for the thesis. This should be conceived as appropriately limited in scope but substantial in thoroughness, accuracy, and command of subject and form. Departmental preference would vary as to type of topic and approach, but there should be general agreement as to standards of clear, precise writing and documentation.

Comprehensive examinations should be thorough and demanding in their coverage of the subject field and the field of specialization. Written, oral, or both, according to departmental preference, they would be administered during the regular examination period at the end of each semester.

A master's degree program based on the recommendations thus far discussed might be completed by a well qualified student within one academic year. To keep the degree in perspective this possibility is important, though it is recognized that a number of students would spend more time on the thesis or other requirements.

Two options which would extend the time required for the degree by approximately a semester should also be developed because of the

Program design (cont.)

special opportunities they would offer to students electing them.

Overseas option
The overseas facilities of FISP, the Finch Intercontinental Study Plan, should be made available to master's degree candidates whose fields of concentration and research justify study abroad. Although the FISP program for undergraduates would not be a source of graduate credits, the academic staff, including the director and the faculty at FISP centers, is an important advisory resource, and residential privileges could be extended.

To be eligible for the overseas option, a graduate student would be required to have achieved degree candidacy; thus he would have completed successfully a full semester of graduate work and demonstrated reading proficiency in a foreign language. In addition, he would need to demonstrate ability to speak and understand any language needed for his proposed study and would prepare in advance, with the advice and approval of his adviser and advisory committee, a coherent study plan.

The option would allow the student one semester overseas, during which he could earn 6-12 credits toward the degree. Two sources of credit would be available, both falling within the over-all degree pattern already outlined. First, the credit allowance for independent study, with a maximum established at 6, could be reserved partly or wholly for work abroad. This work would be done according to the plan approved before the student's departure, and reports would be returned periodically to the adviser in New York. Second, the 6-credit transfer allowance, already discussed in connection with the inter-institutional option, might be used for course work taken at a foreign university. Evaluation would be essential here; the difficulty of assigning American credits for such work is well known, and papers or examinations might be needed as evidence of proficiency. It might be also that the nature of a student's project would require travel--to a series of art centers, for example--and preclude the possibility of course work. The time made available might then be devoted to the thesis.

Whether the student earned 6 or 12 credits abroad, he should be able to complete his degree program in one additional semester after his return to New York.

Internship option
Internships in fields related to academic studies should be developed as an option for students whose career plans make such experience desirable. The resources of New York City and of Finch itself offer many possibilities for development; it is expected that the option, limited at first, perhaps, to one field, would be expanded gradually as supervision and evaluation could be assured.

Eligibility for the internship, like that for the overseas option, would be based on degree candidacy and an approved, practicable plan.

Program design (cont.)

Once accepted, the student would spend a semester in paid employment directly related to his academic field. He would not earn degree credits for this work, but during the semester he might earn up to 6 credits for an independent study project in connection with it. Periodic reports and conferences with his adviser and advisory committee would be required.

In implementing the internship, its special status and function must be kept in mind. It is an experience in the application of knowledge, not merely a job. To be effective, it must be supervised professionally and academically; the student must have opportunity to learn, to discuss problems, to experiment. This is why the development of the option would necessarily be slow, despite its great possibilities. The suggested starting point, if a master's degree program were to be established in art history, would be a curator internship at the Finch College Museum of Art.

There is a legitimate question which must be recognized concerning the place of the internship in a Master of Arts program. Must professional experience be excluded from any program leading to a non-professional degree? The answer which seems most satisfactory pertains to the basis for credits and requirements. In a professional master's degree program, such as one in teacher education, credits can be earned and requirements partially fulfilled by means of the internship. In an academic program, however, the internship must be regarded as supplemental; it cannot be required and cannot substitute for any regular requirements for the degree. Even so, its value would be such in certain fields that the demands it made would be fully justified.

Like the student electing the overseas option, the intern should be able to complete his regular degree requirements in one additional semester.

* * *

Finally, to strengthen academic ties between the graduate and undergraduate programs and encourage able Finch students to earn graduate degrees, an undergraduate-graduate honors sequence should be developed.

Undergraduate-graduate sequence

Three objectives would shape the undergraduate portion of the sequence: to build a strong factual and conceptual background in the major field; to develop ability and skill in independent study and research; to develop proficiency in one foreign language at an advanced level and acquire basic reading knowledge of a second (in certain fields, statistics or some other needed tool subject might be substituted for the second language).

The sequence would begin in the junior year, with eligibility based upon Dean's List status. Students should by no means be

Program design (cont.)

limited to those majoring in fields in which Finch might offer the M.A.; the sequence should help to prepare undergraduates for graduate work regardless of their eventual choice of institution.

The usual program for juniors would include advanced course work in the major, continued study of a foreign language already begun, and completion of any remaining area distribution requirements. A sequential feature would be 6 credits (3 each semester) of independent study and tutorial sessions designed to prepare for a comprehensive examination in the senior year and to provide experience in research and research writing.

In the senior year advanced course work and independent study would be continued, and a major project of research writing would be done in connection with the senior seminar. Foreign language study would be continued as needed; preferably, students would pass the graduate reading examination in their principal foreign language at the beginning of the senior year and then during the year acquire basic skill in a second language.

The Graduate Record Examination (aptitude and advanced subject tests) would be taken during the fall semester of the senior year, and departmental comprehensives at the end of the final semester. If appropriate to the subject field, written comprehensives would be essay examinations in contrast with the short answer forms of the GRE.

Provision for acceleration might be made in the sequence by permitting seniors within 9 credits of the baccalaureate to elect up to 6 credits of graduate course work for graduate credit during the final semester.

The graduate portion of the sequence would be identical with the regular graduate program. Students who had completed the undergraduate portion would have several advantages, however: they would have achieved a comprehensive grasp of their major field and would be ready for advanced specialization; they would have fulfilled their foreign language requirement; they would have acquired the habits and skills necessary for independent study and research. If interested in doctoral study, moreover, they should feel encouraged to undertake it because their firm foundation in the subject field, in research methods and writing, and in foreign languages should assure them against frustrating delays and contribute substantially to success.

The Master of Arts program described above would exist, it should be remembered, in a complementary relationship with a graduate program in education, for which the recommendations continue:

3. That for the Master of Science in Education degree the following institutional objectives, basic requirements, and features of program design be considered for adoption.

Objectives

To lead the student, through a planned program of graduate study, (a) to increase his knowledge and understanding of the subject area or areas of his teaching, (b) to broaden and deepen his understanding of the humanistic and behavioral foundations of education, and (c) to develop comprehension and skill in the principles and practice of his profession.

Basic requirements

a. A minimum of 30 credits beyond the bachelor's degree, not including credit for practice teaching.
b. A comprehensive examination.
c. A thesis or project in educational research.
d. Fulfillment of state certification requirements at the appropriate teaching level.

Degree candidacy to be attained after successful completion of at least 12 graduate credits.

Program design

The context of Finch suggests opportunities in teacher education comparable with those in academic fields. In particular, the college tradition of a close academic-professional relationship is a source of strength. This makes it possible in subject areas, in the study of educational foundations, and in the establishment of a climate favorable to research, to offer to students in education a program in which they work side by side, often in the same classes, with students and faculty from academic fields and share such program features as interdisciplinary seminars, independent study, and committee advisement. In professional areas, the facilities and location of the college support the development of options for internship and study abroad, field work, and conference participation.

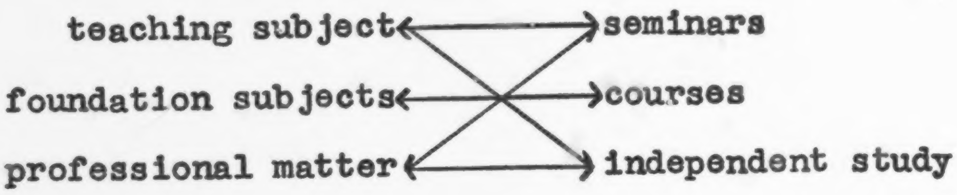
Requirements discussed in a previous section of this report which analyzes education programs for liberal arts graduates and for students with previous professional training, and within these classifications, programs in elementary and secondary education, will not be repeated here. Along with certification requirements, they will provide material for departmental and committee decisions on specific course offerings and study sequences. A word on priorities is in order at this point, however. It is anticipated that the existing undergraduate program in elementary education at Finch will give primary importance to the development of a graduate program to enable these students and others of similar background to earn permanent certification. Beyond this, a program to prepare liberal arts graduates for secondary school teaching should be developed to parallel academic graduate programs leading to the M.A. degree. Further developments should be considered after the effective operation of these two is assured.

Structural framework

Structurally, master's degree programs in education are complex. Academic programs have a built-in unity of subject; the structure can be based on types of academic approach and experience valid and comprehensive from field to field. Education programs, however, comprise not one subject but three: the teaching subject, foundation subjects, and professional matter. In approaching these

Program design (cont.)

areas, seminars, courses, and independent study are necessary and appropriate, as in the disciplines, but they are distributed among the areas and comprehend no one. The structural principle of education programs is to be found not in simple analysis but in tension. It lies in the interrelationship of the subject areas and the approaches to them. In the form of a diagram, its lines might look like this:



Through institutional interpretation, this framework is adaptable to specific program objectives and students' needs and goals.

Basic to the structure is the balanced relationship of teaching subject, professional matter, and seminar. This would be an integrative feature of the Finch program, with a graduate seminar in elementary education and one in each of the secondary teaching fields, all to be jointly planned and conducted by professional and academic departments. Distinct from internship or practice teaching seminars, these would be designed to lead students toward an understanding of the methods and areas of professional and academic research significant to teaching, and most important, to explore ways in which professional and academic approaches can illuminate each other. The thesis or project in educational research should derive from the work of these seminars, and through them students should develop the ability to analyze and investigate problems of significance to them in their teaching careers.

The direct relationship between foundation subjects and course work indicates another important area of academic-professional cooperation. As James B. Conant has pointed out, courses in the history, philosophy, sociology, and psychology of education can be fully effective only if taught by fully qualified historians,philosophers,,sociologists, and psychologists who apply their disciplines to educational problems. The departmental flexibility of a small institution and the Finch tradition should make it possible to fulfill this ideal, beginning with psychology and any one of the other three areas and expanding the offerings as justified by the program. This policy, like the academic interdisciplinary seminar, would also broaden institutional involvement through participation by departments which might not offer complete graduate programs of their own.

Course work in other areas, academic and professional, would be offered with options comparable to those in the academic program, including the possibility of inter-institutional work. Because certification requirements make course work in specified areas especially important in teacher preparation, course offerings would be designed to help students fulfill these requirements as

Program design (cont.)

well as pursue special interests in their fields; the need for course offerings as well as firm standards supports the recommendation that subject areas in secondary education be limited to those in which work for an academic master's degree is available. Auditing privileges in undergraduate courses at elementary and intermediate (100-200) levels should be extended to graduate students who need such background for teaching, but these courses, even with supplementary requirements, must not count toward a graduate degree.

Independent study and thesis or project research can be made as effective in education as in academic work; in fact, as the structural diagram indicates, it is pertinent to all three areas of the education curriculum. Each student would have a major adviser in education, and students in secondary education would have an adviser in the teaching field as well. The advisory committee for each student would include these advisers and as a whole would be representative of professional, academic, and foundation studies. The committee would function in much the same way as in the academic program, both in advising the student and in giving him an opportunity to gain experience in expressing and discussing his plans and ideas.

The thesis or project in educational research should, like the M.A. thesis, be suitably limited in scope but substantial in its standards of thoroughness, accuracy, and good form. Comprehensive examinations, too, should demand thorough and accurate knowledge of the field.

Whether a student could complete work for a master's degree in education within one academic year would depend not only on his ability but on the relationship of his previous study to certification requirements. A student who has achieved provisional certification before beginning master's degree work and who has therefore completed also the requirement in practice teaching should be able to earn his master's degree in one academic year of full time study. The liberal arts graduate with little or no background in professional education, however, would certainly have to exceed the 30 credit minimum for the master's and complete the practice teaching requirement as well in order to earn certification. For the sake of proportion in such cases, a maximum allowance of 42 credits for the degree would provide against the admission of students who could not complete the work, including practice teaching, in a full time program extending over two academic years.

Internship option

Teaching internships have been discussed at length and examples described in another section of this report, which makes clear the professional advantages of the internship that justify its greater demands. The internship would be considered an option in the Finch program, since provisionally certified students would not

Program design (cont.)

need it; others should be able to complete a full time internship of one semester during a second year of work for the degree. No degree credit should be granted for the internship itself, but a concurrent internship seminar to be held one evening a week or on Saturdays (the only work at the college to be undertaken during the internship semester) might give the student 3 credits at the graduate level.

The difficulties of establishing a program of paid teaching internships in the New York area are fully appreciated. It might be that suburban schools would have to be approached if city schools continue the reluctance toward commitment that has been encountered by other institutions. The importance of an internship program is such, however, that every possible effort to establish it should be made.

Overseas option

An overseas option in education would be a feature of the Finch curriculum of special value to students interested in comparative education, curriculum specialization, and patterns of governmental, church, and social participation in the educational process, and also to those seeking advanced study in a number of teaching fields. It would offer opportunities for professional and personal development quite apart from the structure of certification requirements and thus would be a liberalizing element in work for the professional master's degree.

The option in education would operate in much the same way as the overseas option in academic work previously described. To be eligible, students would have to be candidates for the degree, would have to demonstrate proficiency in any foreign language needed for the proposed study, and would have to present a study plan for the approval of the advisory committee. Credits, to a maximum of 12, might be earned through independent study and possible course work at a foreign university (the same evaluative precautions as in the academic program would apply). Research might be undertaken whenever feasible. Degree requirements should be completed within one semester after the return to New York.

Ultimately, the overseas option in education might be developed as a resource for specialist programs in curriculum and other appropriate fields.

Field work

To prepare the teacher for leadership in the community as well as in the classroom, the Finch program should include participation in at least one education-related community activity. The student should have a choice of such activities as tutoring children or adults in a program for the disadvantaged, coaching dramatics or debating in a community or youth group, leading discussion of reading for interested children or adults, working with such community service organizations as the Scouts and the "Y". Such work should be on a voluntary basis for at least one semester. It should not carry degree credit but should be considered a necessary part of each student's experience in working for the degree. Because it must be professionally meaningful, it should be chosen from an approved

Program design (cont.)

list or have the prior approval of the advisory committee. In its implementation it can draw upon a long Finch tradition of community service.

Conference participation

Finally, opportunities should be developed for graduate students in education to participate in at least one professional conference each year. Finch is well situated for accessibility to both national and regional meetings of various professional associations. From a schedule of such meetings each year, one appropriate to each student's field of specialization should be selected, and attendance should be arranged. It is anticipated that small groups of students would attend together: those in elementary education, for example, and those in any given secondary teaching field. Each group should be accompanied by an advisory faculty member who, if possible, should be one of the directors of the major seminar so that the conference experience might be analyzed in subsequent seminar sessions. Students would not, of course, read papers at the conference, as they do in some intra-institutional conferences, but they would have the advantage of insight into wider professional activities, and papers can be presented to the seminar group at a later date if desired.

Full participation in professional life is so important for the teacher, in fact, that as an extension of the conference experience each student should be expected to join the leading professional association in his field, subscribe to and read its journal, and keep abreast of current professional issues and developments. Discussion of such matters might be scheduled in seminars or in journal colloquia, according to departmental preference.

III. Recommendations on Standards

1. That for admission of students to the graduate programs the following criteria be established.

a. A bachelor's degree from an accredited institution.

b. An undergraduate major or the equivalent in the proposed field of graduate study.
For students applying for the M.S. in Ed. program, this might be interpreted, as suggested above, as a major in elementary education with supporting work in the liberal arts for those interested in elementary teaching and a major in the proposed teaching field for those interested in secondary teaching.

c. A minimum undergraduate over-all average of B- (2.5) and a minimum average of B (3.0) in the major.
It is strongly recommended that the grade average requirement be applied to applicants for both degree programs, professional and academic, in order to maintain the same high standard throughout.

d. Three letters of recommendation from the undergraduate institution, including at least one from the major department and one from the dean.

e. An acceptable score on Part I (Aptitude) of the Graduate Record Examination.
Scores on advanced subject tests should be submitted only if the major department of proposed graduate work requires them.

f. An interview if at all possible.

g. A certificate of good health.

All applications should be supported by appropriate documents, including transcripts of undergraduate and any previous graduate work.

Beyond the requirements listed above, it is understood that departments offering graduate work may have specific requirements for students proposing to specialize in the field, and applicants should satisfy these requirements as well as those for general admission.

It is strongly recommended that both men and women be considered eligible for admission to the graduate programs at Finch. The nature of graduate work is such that strong programs must be directed toward students of ability without regard for sex. Residence facilities at the college need not be provided for men, but men should certainly not be excluded from the programs.

Transfer of graduate credits:
Up to 6 graduate credits with a minimum grade of B (3.0) should be acceptable for transfer toward the master's degree. It should be understood, however, that a student who transfers 6 credits into the program upon admission would not subsequently be eligible for the inter-institutional option.

2. That for continuation on the roles of a graduate student as one in good standing and satisfaction of the requirements for the degree, the following criteria be established.

a. Grade average: An overall grade average of B (3.0) should be maintained in all work to be counted toward the master's degree, and not more than 6 credits of C work should be so counted. A minimum grade of B should be achieved on the thesis and on comprehensive examinations.

b. Residence: At least 24 of the 30 credits required for the master's degree must be completed at Finch College, and at least 12 credits should be completed during one semester of full time graduate work (12-15 credits should constitute a full time program). A maximum time limit of five years should be established for the completion of all work for the degree.

Note: Degree candidacy has been defined with the requirements for the M.A. and M.S. in Ed. degrees. It should be understood that the 12 graduate credits to establish candidacy should be completed with the B average necessary to satisfy degree requirements.

IV. Recommendations on Faculty

That departments and individual faculty members should participate in graduate programs under the following conditions.

1. Programs of work leading to the master's degree should be offered only by departments with a minimum of four instructors holding the doctorate in complementary specialties, and of these at least three should be full time members of the teaching staff.

2. Individual faculty members should be considered qualified to teach at the graduate level, either in departmental programs or as participants in interdisciplinary seminars and the like, only if they hold the doctorate in their fields. Exceptions to this rule should be made for "clinical professors" or others holding combined school and college appointments in education, and also for faculty members in the creative arts, since professional qualifications would replace the doctorate in such fields.

3. A full time teaching load for any faculty member participating in the graduate program should be established at 6-9 hours per semester, with no more than 6 hours at the graduate level. This load would include the direction of not more than two master's theses.

4. It should be considered a matter of college policy for qualified faculty members to teach at the undergraduate as well as the graduate level. This is important to preserve institutional unity and to strengthen the undergraduate program by means of the programs of graduate work.

5. A Committee on Graduate Work should be established as one of the standing committees of the faculty. Its membership might be partly ex officio, including the administrative officer for graduate programs and the chairmen of participating departments, and partly elective, with nominations by the regular Nominating Committee. It should meet regularly to consider matters of academic standards and policy related to graduate work.

6. The college should continue and extend its present policy of encouraging faculty research, publication, and participation in professional activities. In particular, there should be provision for paid sabbatical leaves for research or special study on the usual basis of one semester at full salary or one academic year at half salary. Faculty who participate in the graduate programs should, at the same time, accept a wider obligation of full professional and scholarly activity to maintain and extend their qualifications beyond the minimum of the doctorate.

V. Recommendations on Administration

That administrative machinery be established to direct and coordinate the programs of graduate work.

1. An administrative officer should be appointed to assume primary responsibility for the operation of the master's degree programs.

2. The duties of this officer should include participation and leadership in decisions on such matters as academic standards and policy, departmental coordination, appointments, budget, and planning.

3. Administratively, this officer should be directly responsible to the President of the college.

4. Operationally, this officer should work in cooperation with other administrative officers of the college and with the faculty Committee on Graduate Work.

VI. Recommendations on Facilities

1. **That priority be given to assuring adequate library resources for any master's degree program to be offered.**

Although it is impossible to express "adequate library resources" in quantitative terms, the New York Regents Guidelines for Quality in College Libraries recommend the following for institutions "giving a number of master's degrees":

Minimum number of volumes...............	100,000
Minimum number of periodical titles.....	1,000

Published figures on the library holdings of colleges which give master's degrees give more support to minimum figures of 125,000 volumes and 650 periodicals, but the Regents recommendation is important because of its source. Strong master's programs in the sciences would increase the need for periodicals.

In view of these figures, the Finch collection of approximately 55,000 volumes and 430 periodical titles would require immediate and rigorous expansion to be considered adequate for master's degree work. It is recommended that rigorous expansion be undertaken, but that in the interests of sound selection for permanent value, it be spread over approximately five years. Meanwhile, the establishment of master's degree programs need not be delayed in fields (notably the humanities and the social sciences) in which the 200,000 volume collection of the New York Society Library is strong. It is recommended that as an interim measure, graduate students at Finch be given individual (not institutional) memberships in the New York Society Library, located within one city block of the college. These memberships would give the students stack and borrowing privileges, use of the book and periodical collections, and use of the excellent members' reading room. The memberships would by no means be considered a permanent substitute for necessary expansion of the college library, but they would permit master's degree programs in appropriate fields to be started while expansion was under way.

In the college library program, it is important that a strong departmental system for continuing review, evaluation, and strengthening of the collection in each field of study be established and made functional. Nothing could be more essential in fields in which graduate work is offered. The faculty specialist in each field within a discipline should see to the adequacy of holdings within his field as part of his teaching responsibility, and the departmental chairman should see that responsibility for special areas is so apportioned that there is adequate coverage of the whole.

Finally, in the expansion of physical facilities of the college library, the construction of carrells should be included so that these may be available for assignment to students and faculty members engaged in research. They should, of course, be located in a part of the library where quiet and freedom from interruption could be assured, and graduate students should have first call upon their use. If enough were available, they might also encourage undergraduate scholarship if assigned to juniors and seniors of honors standing engaged in independent study, especially in connection with the undergraduate-graduate sequence. They would be helpful also to faculty members using the facilities of the college library for research.

2. That other academic and physical facilities be provided as needed for the operation of master's degree programs.

Although present classroom space would probably be adequate for the initial phase, at least, of master's degree work at the college, seminar rooms would be needed, since each graduate seminar should meet in a room suitable for round-table discussions and reports. The need for other class meeting facilities would depend upon the fields in which master's degree programs might be offered; these might establish a need for additional laboratories (language and scientific), studios, and the like, but the need is not immediately anticipated.

Additional faculty office space would be needed to provide those engaged in graduate teaching and thesis advisement with offices appropriate for conferences, tutorials, and scholarly work.

A lounge for graduate students would be helpful in building morale and encouraging the informal exchange of ideas. Although graduate students should and would mingle with undergraduates on many occasions, experience at other institutions has shown that they need also a sense of identity of their own and that an informal meeting place on campus reserved for their use contributes to building such a feeling. A lounge is a virtual necessity, moreover, for those who commute to the college.

Residence facilities would be needed only, of course, if it is decided to accept graduate students on a residential basis. With the present undergraduate body and facilities, it would seem practicable to make residence facilities available only to women among graduate students, but even with this limitation it would seem desirable to have some graduate students in residence to broaden geographical distribution. If graduates are to be accommodated in present residence halls, they should, as mentioned above, be helped toward a sense of identity by being placed on special floors or corridors, and they should preferably be assigned single rooms to provide for privacy and adequate study space.

VII. Recommendations on Student Services

1. That the question of financial aid for graduate students be explored and a limited initial program be established, with plans for expansion to keep pace with the establishment of master's degree work.

Financial aid for graduate students is almost universally available today; indeed, the point has been made in an earlier section of this report that colleges which do not offer such aid have great difficulty in recruiting good students. The aid usually takes the form of fellowships, scholarships, intern- and assistantships, and loans. Although it could not be expected that Finch would undertake a large-scale assistance program in the near future, the following recommendations should be considered for early implementation:

a. That 2-3 graduate fellowships be established for outstanding applicants. These should offer free tuition plus a stipend of $1500-$1800.
b. That 2-3 graduate scholarships be established for superior applicants. These should offer free tuition.
c. That loan funds be made available to other applicants qualified for admission.

Internship options already described under "Program Design" should be an additional source of financial aid. The strong teaching tradition of Finch would stand in opposition to the use of graduate assistants in the classroom; the possibility that foreign applicants might be well qualified for work in language laboratories should be explored, however, as should a possible extension of the grant-in-aid program to graduate students who might serve as departmental assistants in such work as preparing bibliographies, checking library holdings from faculty lists, scheduling conferences, and the like.

2. That a Placement Office be established to assist graduates in finding suitable employment.

The assistance of the Placement Office should be available to graduates of the baccalaureate and master's programs alike. It should work in cooperation with departments in placing graduates and would serve as a central clearing house where information about opportunities as well as records of interested and qualified graduates would be available for correlation and advice. Although placement has traditionally been handled by departments at Finch, the introduction of graduate work would substantially expand the need for it and make professional assistance important for all concerned.

The foregoing recommendations were shaped to represent how Finch College might respond initially and constructively to the need for graduate programs leading to the master's degree. Many of these recommendations carry within them the seeds of further development which would take place with the normal development of the college as a whole. The announced expectation of an undergraduate student body of 500 and the probable expansion of overseas study centers might be cited as indicative of the direction of change which would support and be strengthened by the establishment of graduate work.

For long-term planning, still other possibilities should be considered. In connection with the M.A. programs, for example, an honors degree pattern might be established for students seriously interested in the doctorate. This would go beyond the undergraduate-graduate sequence already suggested in requiring graduate-level proficiency in the second foreign language, a graduate grade average of at least B/, and an honors thesis to be defended orally before a committee including an outside examiner. Special arrangements for affiliation with university graduate schools might assure students who were successful in such a program of acceptance for doctoral work.

The M.S. in Ed. program for prospective secondary school teachers would be strengthened by development of a program leading to the M.A.T. degree. New York State standards for the M.A.T. have already been mentioned as unusually high, and the degree, though regarded as excellent, is not widely offered in this area. Yet it would be exceptionally well suited to the tradition of academic-professional cooperation at Finch if the strong academic master's degree programs prerequisite to it were developed and sustained. Consideration of the M.A.T. should be undertaken after initial master's degree programs have been in operation for at least five years.

In-service institutes for teachers with or without the master's degree represent another important area of service which might draw upon, yet strengthen major areas of the curriculum. Many such institutes are funded by private and government agencies, and funding may include strengthening of the library and other permanent resources. Faculty initiative should be encouraged in exploring areas in which the college might make a contribution suitable for institutes at the graduate level.

Certificate programs of two kinds might eventually supplement and extend the educational master's degree. A fifth year certificate might be available for students who lacked one or more qualifications for regular master's degree work yet needed post-baccalaureate study to meet requirements for permanent certification as teachers. Minimum standards should be established for such work, and as the Middle States Association has pointed out, it can help to "maintain the controls" needed for strong master's degree programs. In a different context, sixth year certificate programs might eventually be established in special fields such as curriculum in specified subject areas, remedial reading, and the like. The overseas option might be of special importance in the development of such advanced certificate programs.

An experimental center for elementary and secondary school teaching would strengthen all of the programs in education by providing experience with such methods as team teaching, flexible scheduling, ungraded classes, and audio-visual aids, including television. Television teaching and the use of television as a teaching aid might be developed with particular effectiveness at Finch because of its New York location and a long-established program in theater arts which might be brought into a cooperative relationship in seeking solutions to educational problems and filling educational needs.

Programs in professional fields other than education might be developed in balance with academic programs. The fine arts in particular are supported by a long tradition of excellence at Finch. If a strong graduate program in art history were established, a corresponding program in art would be suggested, leading to the M.F.A. Other areas which would draw strength from the traditions and location of the college would be creative writing, drama, and music. Writers-in-residence and composers-in-residence in connection with such programs would benefit not only students specializing in the field but the entire college and even the larger community, through lectures, readings, and the like, which might be open to the public.

Community needs might be served in other ways, too. The present interest in continuing education programs for mature women who, after an absence from college, business, or professional life, wish to begin or resume a career has brought a response from colleges and universities throughout the nation. A recent pamphlet issued by the Women's Bureau of the U.S. Department of Labor lists some 90 programs offered by colleges and universities in 26 states, most of them instituted within the past ten years for the express purpose of helping such women. Such programs must operate on two levels: undergraduate, for women who dropped out of college, usually to marry, before finishing work for the bachelor's degree, and graduate, for women who have the A.B. or B.S. but who wish to continue professional or academic work for an advanced degree after an interval of years. Finch might offer programs on both levels but before doing so would have to consider, as other institutions have done, the special provisions which should be made for such women's needs, ranging from special classes to ease the transition back to formal education to the scheduling of classes at convenient times and permission to carry light programs of part-time study. Continuing education would be especially appropriate at Finch, inasmuch as the founder and first president of the college, Mrs. Jessica Cosgrave, pioneered in advocating the "recurrent career" for women whose professional life was interrupted by marriage and motherhood. Complementary undergraduate and graduate programs would make it possible for mature, able women to fulfill their aspirations and put their talents at the service of the community as well as the home.

> Knowledge acquired must be transmitted, or it dies. Knowledge acquired and transmitted must be used, or it becomes sterile and inert. Even more, the chemistry of knowledge is such that the very process of transmission, together with the discipline of application, stimulates and guides those who work at the frontiers of knowledge.
>
> Knowledge is, therefore, in many respects a living thing.

James A. Perkins in The University in Transition thus speaks of the determining influence of knowledge itself upon the functions of the academic community and the dynamics of institutional growth. A college, different from but coordinate with the university within the academic community, must participate in the inquiry, teaching, and service that derive from the nature of knowledge as a living thing. The college participates most actively in teaching and service rather than in the exploration of remote frontiers of knowledge, the special province of university research; but unless it participates to some extent in all three areas, it risks separation from the living, growing knowledge which alone can animate its being.

Much has been written in this report concerning master's degree programs and the contributions which a college can make to their development. Conversely, it might be said that in increasing the capacity of the college to participate in the dynamic processes of inquiry, teaching, and service, such programs are becoming necessary for institutional vitality in the present age. Change and growth are never easy; they are always attended by pains of effort, uncertainties of transition, nostalgia for the past. Yet every institution which hopes to carry its identity into the future and continue its service to higher education, one of the most rapidly changing, expanding, controversial, vital areas of contemporary life, should prepare now for the development this will entail.

With imagination, patience, and above all, wisdom, the goal can be achieved.

APPENDIX A

GUIDELINES FOR PROGRAM EVALUATION

1. Middle States Association
2. New York State Education Department
3. Council of Graduate Schools

MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Document No. 4.73 February 1967

THE MASTER'S DEGREE

A master's degree should attest the completion of a coherent program of specialized study beyond and resting upon the baccalaureate, under the direction of scholars who are in full command of the subject.

Institutions which have the faculty and resources to offer such work in several related fields without impairment of their undergraduate programs are well advised to do so. Others are not. An institution's prestige and usefulness are determined more by the quality than by the diversity or academic level of its services.

TYPES OF PROGRAMS AND DEGREES

Master's degree programs are identifiable by their primary objectives as belonging to one or the other of two general types. The immediate purpose of one type is advanced study in a particular discipline. The immediate purpose of the other is the application and extension of previous studies to professional or vocational ends. It is important to distinguish between them, for the two kinds have differing requirements and in many particulars are not comparable.

a. A master's degree program of the first type centers in advanced studies in an academic discipline, as, for example, history, physics, and musicology. The objective is knowledge of the subject rather than its application to professional use. Although the program may be complete in itself, it may also be designed as a preparation for doctoral studies. Award of such a master's degree should express the judgment of the faculty that the recipient has an appropriate background for doctoral study in the field, but not necessarily that he has the potential for successfully completing it.

The Middle States Commission considers Master of Arts and Master of Science degrees without specific designation of discipline appropriate for only this type of program.

b. A master's program of the second type is professionally or vocationally oriented, as normally it would be in engineering, for example, or in law, applied music, teaching, or in a discipline in preparation for teaching. While such a program should be complete in itself, it may also prepare for doctoral study in a professional field. The degree should indicate that in the judgment of the faculty the recipient has attained specialized competence which qualifies him for superior performance or for teaching in a particular area.

The Middle States Commission considers only specialized degrees, such as Master of Business Administration, Master of Arts in Education, Master of Engineering, or Master of Arts in Teaching appropriate for this type of program. The Commission favors the use of standard degree terminology.

CONTROL

Graduate instruction needs its own organization and administration, and conditions which favor consistent, long range development. Educational policy and degree requirements should be a faculty responsibility.

FACULTY

Faculty members who have instructional or counseling responsibility in master's degree programs should hold academic qualifications beyond the level of that program or unassailable compensating qualifications, should be productive contributors in the field of their own specialty and participants in its professional life, and should be permitted to work under conditions and loads which encourage them to continue developing professionally.

Counseling and personal instruction are time-consuming aspects of graduate teaching. So are the continuous study and professional experience in the teacher's field which good scholarship requires, with periodic leaves to intensify them.

Very small departments ought rarely undertake master's work. Several instructors with complementary specializations are needed to provide differing points of view and a variety of offerings, and to aid in supervising and examining the students. It is desirable, for the same reasons, that master's work should be available simultaneously in several related departments rather than in one alone.

STUDENTS

Admission to graduate study should require evidence that the applicant has the ability, preparation, aptitudes, and skills which are needed for successful work in the program he desires to undertake. Advancement to degree candidacy should be a second step, carefully considered and based on the student's actual performance in the program.

Command of appropriate scholarly tools, such as languages or statistics, should be expected early, so that the student may use them during most of his work.

STRUCTURE

Master's degree programs need not conform to any fixed pattern. The requirements for a degree should be governed by its objectives, taking into account the principles that:

a. A candidate's work should be planned as a whole, with sequence and focus aimed at objectives which have been defined in advance. It must not be simply an aggregate of available courses.

b. A substantial proportion of the courses acceptable toward the master's degree should be designed explicitly for graduate students, although properly qualified undergraduates need not be excluded from them. Undergraduate introductory courses in the principle field should not be counted toward the master's degree. Introductory courses in ancillary fields may be acceptable if they are pertinent to the program's objectives; any use of undergraduate courses for graduate students, however, must be carefully justified and controlled.

c. The decisive factors in qualifying for a master's degree should be the quality of a student's performance and the level of his achievement; the time spent or number of credits accumulated are of less importance. The number of courses or credits required of individual candidates may vary, depending upon their preparation and objectives. Some period of full-time study is desirable.

Bachelor's and master's degrees may be conferred together if each is earned under proper conditions.

d. It is important to ensure depth and perspective in the program as a whole. Comprehensive examinations, theses, and a variety of special projects can help do so.

A comprehensive examination is not based principally upon the courses a candidate has taken, but upon the knowledge and skills he is expected to have in the field concerned, however obtained. An independent project can provide an opportunity for the student to master a segment of his subject on his own, and to express his mastery in lucid terms. The form of the project will depend upon the nature of the field; it might be, for example, a thesis, a series of demonstrations, or an artistic or professional creation or performance. It should be a principal feature in the degree requirements, critically evaluated.

RESOURCES

Library, laboratory, and other educational facilities for a master's degree program should be of a quality judged satisfactory by established scholars in the field and fully accessible to the students.

Graduate study, even more than undergraduate, is dependent upon the library. Graduate work requires substantially richer resources. Not only must the advanced courses be supported with a greater number and more specialized kinds of books, monographs, source materials, periodicals, and reference works in the fields of instruction and related areas, but the background material for many special investigations will be demanded too. Lack of superior library resources or failure to use them well condemns a program to mediocrity.

COSTS

Master's degree work is expensive. A governing board needs complete and realistic financial information not only before authorizing a graduate program, but also continuously thereafter in sustaining it. Fees for master's work are unlikely to cover its cost if desirable teaching loads and class size are to be maintained; especially is this so if expensive equipment is required. Salary and library budgets are markedly increased.

Superior colleges and professional schools often should offer master's degree work in order to make the best use of their resources, to attract the kind of faculty they want, and to strengthen their undergraduate programs. Institutions of anything less than superior strength should not undertake it.

OFF-CAMPUS PROGRAMS

Master's work off-campus presents formidable difficulties, for the instruction and resources offered graduate students in extension courses should be educationally equal to those enjoyed by resident students in similar courses.

One safeguard for the quality of off-campus courses is to have them set up, controlled, and supervised through the same departmental, faculty, and administrative channels as other courses, and taught as part of normal faculty loads. Assigning graduate extension courses as additional work for extra pay is indefensible in any but exceptional and temporary circumstances. The use of part-time instructors needs to be justified on educational grounds, and their qualifications should be comparable to those of the fulltime staff.

If extension graduate courses are to require the same preparation as their campus counterparts, as they should, superior library resources must be available for extension students at times and in places which favor their use. It is not sufficient to bring books from the campus collection, to depend on local public libraries, or to expect extension students to travel to the campus library when the course itself has to be brought to them.

INTERINSTITUTIONAL PROGRAMS

Consortiums and cooperative programs among institutions are particularly desirable in master's work. The Commission warmly encourages them.

CERTIFICATE PROGRAMS

Fifth year programs leading to certificates are often useful, parallelling master's degree programs. They will serve some students better and help the institution maintain the controls essential for reputable master's work.

Such programs can encourage experienced school teachers to keep abreast of their subjects, to learn new methods, or to enter specialized fields. If they are taught by qualified instructors in well-designed sequence, the institution should urge local and state authorities, as the Middle States Commission does, to accept them for professional advancement, certification, and salary increments.

March 1, 1962

Guidelines for the Review of Graduate Programs

The following guidelines will be used by the Assistant Commissioner for Higher Education in the evaluation of graduate programs.

1. Purpose.
    a. The offering of graduate work shall be consonant with the announced and chartered purposes of the institution.
    b. Evidence shall be available concerning the broad objectives and the underlying conception of the graduate programs.
2. Resources. General resources must be adequate for the conduct of graduate programs.
3. Administration.
    a. Administrative responsibility for the conduct of the program should be clearly established and demonstrated.
    b. A substantial part of the administrative duties of a dean or director where there is one, should be devoted to the development and operation of the programs. He should have had experience suited to the conduct of graduate programs, and to the development of appropriate courses of study.
    c. Faculty members teaching on the graduate level should participate in the formulation of educational policies affecting the programs.
    d. Information should be available concerning the leadership and process for the development and screening of new programs and for the modification of those in existence.

c. Research should be recognized as a function of an institution offering graduate programs. The institution should demonstrate that it has established ample time and funds for scholarly productivity.

4. Faculty.

a. Staff members normally should hold the highest earned degree in their fields of instruction, or the equivalent, and should demonstrate competence to teach on the graduate level.

b. A suitable number of qualified full-time faculty members should be maintained for the effective conduct of the graduate programs.

5. Library. An institution should demonstrate the capacity to maintain a professionally administered library appropriate for graduate work and to provide access to collections necessary for the conduct of the programs.

6. Laboratories and Research Facilities. An institution should make available suitable facilities for laboratory and other research undertaken by the graduate students and faculty.

7. Admission. A graduate program should require for admission a baccalaureate degree, or the equivalent. The applicant should give evidence of capacity to pursue advanced studies successfully in the field selected.

8. Programs of Study.

a. Institutional policies should recognize appropriate limitations to the enrollment of undergraduate students in courses offered primarily for graduate credit, and to the amount of undergraduate work that can be credited toward a graduate degree.

b. The program of studies should be designed early in the student's career. It should give evidence of a plan calaculated to develop mastery of the field of study on a level appropriate to the degree.

c. The doctoral program should require the student to do a creditable piece of scholarly research, or to make an independent investigation of a topic of significance to the field of study, or to produce an appropriate creative work.

9. Advising.

a. Normally the advising of students with regard to programs of study should be carried out by full-time staff members.

b. The design of programs of study should be consonant with the published requirements of the institution.

c. The steps in progress toward the degree, including time limitations, if any, and other requirements to be met by the student, should be clearly defined and published. Adequate provision should be made to record student progress toward achievement of the degree requirements, and students should be informed periodically of their progress.

10. Outcomes. Information should normally be available to indicate acceptance of the graduates of the program by employers.

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Teacher Education and Certification
Albany, New York 12224

CHARACTERISTICS OF THE MASTER OF ARTS IN TEACHING DEGREE IN NEW YORK STATE

The Master of Arts in Teaching degree may be used in programs for the preparation of elementary school teachers and high school teachers of academic subjects. To develop and maintain the MAT degree as one with particular significance, the following criteria will be observed:

A. University-wide approach. There shall be clear indicators that representatives of the academic disciplines and persons representing the professional study of education have jointly developed and do jointly support the program proposed for prospective teachers. Continuing evidence of this university-wide approach to teacher education is expected. Provision should be made for frequent evaluation of the program by the higher institution, including self-studies, reports of qualified outside consultants, reactions from alumni, and opinions of employing superintendents. The degree should indicate that it is a joint award, e.g., by the faculties of arts and sciences, and education.

B. Institutional strengths. A quality program offering both depth and breadth shall be available to the student; an institution seeking to offer the MAT shall possess demonstrated strength at the graduate level (admission standards, full-time faculty with adequate preparation, library) in appropriate subject fields and in professional study in education. Most higher institutions at which an MAT is to be awarded will have had considerable experience in offering graduate work in academic fields. There shall be staff members in each field with recent and significant experience in the school subjects or at the levels for which they bear primary responsibility.

C. Program cohesiveness. The entire program (a minimum of 32 semester hours) will ordinarily be given by the institution awarding the degree and will be limited to study for residence credit, not extension credit. Degree credit may be included for study at other institutions when verified as equivalent by the degree granting institution. Except for unusual cases, the program of study is to be done on a full-time basis providing for the student a cohesive period of study with opportunity for effective use of the library and clinical facilities. There shall be evidence that the student has entered into the intellectual life of the institution itself.

The combined arts and education faculties shall take responsibility for arranging a logical and cohesive program of course work and student teaching. Independent study validated by examinations is considered a desirable part of such a program, as is a comprehensive examination at the conclusion of the program.

D. Admissions standards. Admission shall be limited to students with (a) an acceptable undergraduate major in the subject field of the MAT degree, and (b) likelihood of success in becoming a good teacher as evidenced by intelligence, health, personality, and demonstrated leadership ability. Deficiencies in subject matter are to be made up or competencies established by examination prior to full matriculation for the MAT degree. For those students whose undergraduate education courses are deemed acceptable or who have demonstrated equivalent knowledge in professional education by successful completion of examinations, individual advisement should serve to strengthen the total preparation by directing study into content fields.

E. Instructional level. Most enrollees in the MAT program will not have had course work in the professional study of education. Although instruction offered in this field as part of the MAT will typically be first course work in these fields, it should take on the attributes of advanced intellectual study by the nature of its content, the extent of required reading and writing, and the emphasis on analysis and synthesis.

F. Apprenticeship. Student teaching and/or an internship shall be included as an integral part of the program. Credit for practice teaching will not be counted toward the minimum 32 graduate hours for the MAT. If persons are admitted who have had education preparation as undergraduates, means will need to be established to verify the adequacy of their experience. There shall be a clearly defined working relationship between those in charge of the MAT program and area public schools. Cooperating teachers will be jointly selected by school and college using criteria that assure maximum growth for the practice teacher.

Higher institutions whose charter authorizes use of the MAT degree may make application for approval of a program leading to that degree on Form TE-220 (MAT) available from the Bureau of Teacher Education.

June 30, 1964

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Teacher Education and Certification
Albany, New York 12224

APPLICATION FOR APPROVAL OF PROGRAM LEADING TO THE MASTER OF ARTS IN TEACHING DEGREE

The questions which follow are related to "Characteristics of the Master of Arts in Teaching Degree in New York State" published by the Department. A full description of the proposed program calls for factual information succinctly presented; outline form is preferable to lengthy narration. Submit related descriptive material, e.g., typical student program, if appropriate.

Introduction

1. (a) Name of institution
   (b) Person responsible for direction of the MAT program
   (c) Author of this proposal
   (d) Date submitted

2. What other approved and/or registered programs in teacher preparation are currently operational either at the undergraduate or graduate level?

3. In what subject fields is the MAT to be offered?

A. University-wide approach

What are the specific indicators of institution-wide planning, supervision, and plans for evaluation of the MAT program? For example, will recommendation for the degree be made jointly by faculties of liberal arts and sciences, and education?

B. Institutional strengths

1. (a) In what field(s) is graduate work currently offered whether for teacher certification or other purposes?
   (b) How many students are currently matriculated in each such program?

2. What are the faculty strengths that make this degree appropriate?

3. What library resources for graduate study make this degree appropriate?

4. What advanced laboratory facilities are available for this degree if the program is to be offered in science or foreign languages?

C. Program cohesiveness

1. What are the written college requirements or conditions of the program which will assure:

   (a) a cohesive period of study
   (b) opportunities for effective use of the library and the clinical facilities
   (c) participation in the intellectual life of the institution

2. What are or will be the policies on:
   - (a) acceptance of transfer credit
   - (b) duration of active candidacy
   - (c) use of independent study
   - (d) use of appraisal examinations to establish prior competencies

D. Admission standards

1. Undergraduate concentration in what subjects or areas will be acceptable for admission to the MAT program, and how will their adequacy for teaching be determined?

2. Will there be an admissions committee for the MAT program? What will be its composition and function?

3. What objective devices for screening applicants are planned and how will they affect admission to the program? For example, will the Graduate Record Examination be used and what will be an acceptable range of scores?

4. What are or will be policies on:
   - (a) making up deficiencies in undergraduate preparation
   - (b) maintaining continued matriculation in the program; for example, grade point average, writing ability, personal qualifications for teaching

E. Instructional level

1. What features of the MAT course work characterize it as graduate level; for example, the nature and extent of required writing, reading, and independent study?

2. Will undergraduates be permitted to enroll in MAT program courses?

3. Will separate professional courses be maintained exclusively for MAT enrollees?

F. Apprenticeship

1. By what means will the adequacy of prior course work or experience in education be verified?

2. What are the criteria for public school teachers and for the public school system itself which will cooperate in the MAT program?

3. Illustrate current and planned cooperative relationships, including student teaching and/or internship, with area schools; for example, content workshops for public school teachers given by college faculty, joint meetings of school and college faculty representing both academic and education departments.

4. With regard to the internship or student teaching, what is the course load that may be carried concurrently?

5. When will candidates begin teaching in public school classrooms and for how long a period; that is, hours per day, per week, per semester?

6. What is the nature and extent of the participation of both academic and education departments in connection with the apprenticeship program?

THE MASTER'S DEGREE

A statement by

The Council of Graduate Schools

in

The United States

LETTER OF TRANSMITTAL

To: The Chairman and the President, Council
of Graduate Schools in the United States

Dears Sirs:

Your Committee, after extensive consultations, submits herewith a statement entitled "The Master's Degree." We believe that this statement gives the characteristics of quality programs leading to the degree of Master of Arts or Master of Science and to the professional Master's degrees such as the Master of Business Administration (M.B.A.) and the Master of Fine Arts (M.F.A.). Particular programs which are now offered at some colleges and universities may not follow the described pattern in all respects because of the varied ways by which academic institutions approach excellence.

We recommend that this statement be adopted and made available to persons interested in graduate study in the colleges and universities of the United States.

Respectfully submitted,
Joseph L. McCarthy, *Chairman*
for
THE COMMITTEE ON EVALUATION
AND ACCREDITATION
COUNCIL OF GRADUATE SCHOOLS
IN THE UNITED STATES

Robert H. Bruce (Wyoming)
Bryce Crawford (Minnesota)
Joseph Devenny, S.J. (Boston)
Sanford Elberg (California at Berkeley)
L. E. Grinter (Florida)
Robert MacVicar (Oklahoma State)
Joseph L. McCarthy (Washington)
John Perry Miller (Yale)
Alvin H. Proctor (Kansas State at Pittsburgh)
Mina Rees (New York City)

Address inquiries to:
The President
Council of Graduate Schools in the United States
Washington, D.C.
U.S.A.

FOREWORD

The Master's Degree is a respected academic award given in recognition of the successful completion of substantial post-Baccalaureate study in a chosen field in preparation for scholarly and professional activities.

In order to provide information relative to the further development of existing Master's programs and the planning of new ones, the following description is given of quality academic programs leading to the Master's Degree. The characteristics of quality programs leading to the research degree of Doctor of Philosophy and to the professional Doctor's degree have already been described in two other booklets under the titles "The Doctor of Philosophy Degree" and "The Doctor's Degree in Professional Fields."

The following statement, developed and recommended by the committeemen identified on the previous page, has been adopted in principle by the Council of Graduate Schools in the United States.

We hope that this statement will be helpful in bringing about an improved understanding of the nature of academic programs leading to the Master's degree.

Roy F. Nichols, *Chairman*
Council of Graduate
Schools in the
United States

Gustave O. Arlt, *President*
Council of Graduate
Schools in the
United States

THE MASTER'S DEGREE

The Master's degree has a history which can be traced back over nearly a thousand years. In medieval Europe, masters, or teachers and disciples, often lived together in scholarly communities. A bachelor wanting to become a master was required to pass an appropriate examination to qualify as an *Artium Magister*.

In early America, the degree of Master was highly respected. Thereafter, it gradually fell in prestige until the latter half of the nineteenth century when the degree *in cursu* was replaced by the degree *pro meritis*.

In recent years, the number of Master degrees awarded in the United States has increased rapidly and at a rate even faster than the increase in number of Bachelor degrees awarded.*

This statement has been written to assist the colleges and universities that are entering upon or proceeding with the further development of programs leading to the Master's degree, and to encourage widespread understanding of the nature and the characteristics of quality Master's programs.

This text has been adopted in principle by the Council of Graduate Schools in the United States,** which includes in its membership substantially all of the major colleges and universities in the United States that offer programs leading to the degree of Master.

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* *Academic Degrees* by W. C. Eells and H. A. Haswell, OE-54008A, U.S. Government Printing Office, Washington, D.C., 1961.

** Additional copies of this booklet, and of other booklets titled *The Doctor of Philosophy Degree* and *The Doctor's Degree in Professional Fields*, are available from The President, Council of Graduate Schools in the United States, Washington, D.C., USA at a cost of twenty-five cents per copy or, in lots of one hundred or more, twenty cents each. The Council also offers a consultation service through which academic persons, who have wide knowledge and experience concerning Master's programs, may be identified and invited to visit a college or university to provide consultation on a confidential basis.

The Responsibility for Quality

The college or university that offers the Master's degree undertakes a responsibility in the public interest to establish and maintain high quality in the experience given to its students. As described below, there are many needs which must be satisfied if a respectable Master's program is to be offered. It must be recognized that the cost of providing these needs is much higher per student than is the case for the Bachelor's student. Thus, it may be appropriate to establish a Master's program at a particular college or university only if the resources and special traditions available at that institution make it practicable and desirable to establish and maintain a good quality program.

The Organization of Graduate Work

An appropriate organization within the college or university is essential for the development and coordination of general policies and procedures for the graduate programs and especially for the maintenance of reasonably uniform standards of quality. A pattern of graduate instruction which has developed in this country and now prevails at many institutions is based upon the existence of a "graduate faculty" within the total faculty and of a graduate dean. The organization of the graduate faculty and its programs and of graduate students is usually called the "Graduate College" or "Graduate School." Through appropriate committees or a council or an executive committee, the graduate faculty and the graduate dean develop and administer the general policies and procedures for the graduate programs of the college or university.

The Nature and Names for the Master's Degree

The Master's degree is customarily awarded by a college or university to an aspirant who achieves a substantial level of academic accomplishment during a one or two-year period of graduate study beyond the Bachelor's degree. The Master's program usually consists of a coherent pattern of courses topped off by a comprehensive examination and a thesis, or by equivalent experience. Ideally, all Master's programs should also provide for some supervised teaching experience, since sometime in their careers all holders of the Master's degree—be they teachers, engineers, librarians, social workers, business administrators, or researchers—will sooner or later find themselves in a position requiring the transmission of knowledge in face to face encounters.

Awards of the Master's degree are appropriately made only in fields that have major breadth and depth and only in recognition of satisfactory completion of advanced studies which are comparable in rigor to established high quality Master's programs.

Two types of Master's programs can now be identified.

The *Master of Arts (M.A.)* or the *Master of Science (M.S.)* degree programs comprise one type. These provide an introduction to scholarly activities and research and often serve as preparation for a career in community college or school teaching. These two degrees, according to an excellent study by John Chase and Deborah B. Breznay,* made up about *fifty-six per cent* of the total of about 100,000 second level or Master's awards conferred in the United States during the 1963-1964 academic year.

The *professional Master's degree* programs comprise the second type. These provide an introduction to professional affairs and often serve as preparation for a career in professional practice. The names used to designate the professional degree achievements are now often stated as "Master of ———" (Professional Field). During 1963-1964 the Master of Education was the most frequently awarded degree of this type and the number amounted to about fifteen per cent of the total Master's degrees awarded. Other similar degrees awarded during 1963-1964 by ten or more United States institutions were.: Master of Business Administration, 118 institutions; Master of Music, 82; Master of Fine Arts, 71; Master of Music Education, 38; Master of Theology, 33; Master of Laws, 26; Master of Sacred Theology, 22; Master of Architecture, 18; Master of Engineering, 15; Master of Public Administration, 15; Master of Electrical Engineering, 11; and Master of Public Health, 11. These thirteen professional Master's degrees, together with the M.A. and M.S. degrees, accounted for eighty per cent of the total number of Master's degrees given in the 1963-1964 academic year.

The remaining Master's degrees were awarded under such titles as Master of Arts in Education, Master of Science in Electrical Engineering, etc., and a wide variety of other special names. The total number of different Master's degree titles used during 1963-1964 amounted to three hundred and twenty-eight. This multitude of names tends to cause confusion about the nature and significance of the Master's degree.

In an effort to avoid such confusion, it is recommended:

> *that the above-described system of names for Master's degrees should be adopted*, i.e. the M.A. or the M.S., without designation, for scholarly research and teaching-oriented programs; and the Master of Education, the Master of Business Administration, the Master of Music, etc., for the professionally-oriented programs; and
>
> *that the number of names used for the Master's degree should be kept as small as possible.*

To illustrate the general nature of Master's programs, descriptions will now be given of the M.A. or M.S. programs, and then, by way of contrast, of the M.B.A. and M.F.A. programs.

The Degree of Master of Arts or Master of Science

The programs leading to the degree of Master of Arts or Master of Science are very similar in objectives and nature. Traditionally, the former is appropriate in all fields and especially in the fields of the arts, letters and humanities, while the latter is generally awarded in the sciences, both pure and applied.

The scope of knowledge today is so deep and constantly growing that the mature scholar as well as a graduate student must select a particular field and, almost certainly, a specialty within the field, and then concentrate his study and concern if he desires to make his maximum contribution.

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* *The Number and Kinds of Second Level Degrees Conferred by United States Institutions of Higher Education in 1963-1964*, U.S. Office of Education, Washington, D.C., 1965.

Thus, Master's programs are offered in particular fields such as anthropology, botany, business administration, chemistry, English, history, mathematics, physics, sociology, and others; and a number of specialties are usually available within each of such fields. A program may be offered by a *department* committed to the particular field, or sometimes, if interdisciplinary, by a specifically authorized *committee* or *group* of professors, provided each of them is competent in the particular field.

The Professors

Of highest importance in the establishment of a sound program is the *quality of the professors* involved. Each professor should be a scholar with full command of his field and a proved capacity for teaching and research. Such a teacher has usually earned the Doctor of Philosophy degree or has its equivalent in scholarly achievement. Each professor keeps himself informed on current scholarly activities in his field and is encouraged to engage in creative research.

An array of specialist professors is desirable in order to give the graduate student the stimulation of several points of view and in order to staff the committees which may supervise or examine the student. At least *four or five professors in the subject field* of a department should be participants in the Master's program, and it is desirable that the specializations of these professors be complementary.

At a particular college or university, it may often be desirable to offer *several related Master's programs*, since the participating professors may gain strength and stimulation from the others. For example, a physics program will be substantially stronger if good programs are available in mathematics and chemistry. Similar relationships may also exist among such fields as history, English, Romance Languages, and classics, or among the fields of history, economics, geography, etc. Graduate work in "minor fields" is often required.

Provision must be made for *the professor's needs*. He should know that his college or university is committed to the maintenance of high quality in its Master's program. He should receive a salary commensurate with the importance of his contributions. A moderate load of formal course-teaching is appropriate. Adequate time must be allowed to permit the professor to keep himself informed concerning advances being made in his special field. He must have time to give good counsel and supervision to his Master students and usually he cannot properly accommodate more than a relatively small number at any particular time.

The professor also needs adequate office space with privacy and appropriate secretarial assistance. Special funds for scholarly activity or research should be made available for allocation by the president or the dean of the Graduate School. It is preferable that such funds be available on relatively short notice because of the difficulty of predicting research needs. Funds may be needed for such purposes as the purchase of microfilm, secretarial or technical skills, computer time, special travel, etc. It is particularly important that the professor should have the opportunity from time to time to take sabbatical or professional leave from his college or university to refresh himself in his field.

The program and the Graduate Students

The Master's program, in general, consists of a coherent sequence of lectures, seminars, discussions and independent studies or investigations designed to help the student acquire an introduction to the mastery of knowledge, creative scholarship, and research in his field. Completion of the program should require one to two years of full-time study beyond the Bachelor's degree.

Formal lecture courses and seminars serve to advance the student's knowledge and understanding of his field. Ordinarily, a major portion (ranging upward from perhaps fifty per cent) of the courses and seminars taken by students in Master's degree programs should be "graduate level" courses and seminars from which undergraduates are excluded. The program should *not* include courses which are remedial or designed to remove deficiencies in preparation for entrance into the Master's program, and no credit should be given for courses which are designed to provide for merely the refreshing or broadening of the Bachelor's knowledge in his field without substantial advancement. Command of appropriate scholarly tools needs to be acquired prior to entry into graduate work or shortly thereafter, e.g., attainment of competence in a foreign language which is important in the aspirant's field. As unique features of any MA or MS program, research seminars and investigational experiences, or preparation of a thesis or research reports should be included.

A *Master's thesis* is a modest contribution to knowledge, a review, or a report or a synthesis or a design in the student's field. When a student completes a thesis, it should be presented in clear and precise language.

A wide variety of examination systems is in use and any one is appropriate provided it gives evidence of the student's progress toward the completion of the program. A rigorous *comprehensive examination* over the field is usually a part of quality programs.

Students admitted into programs leading to the Master's degree should show evidence of superior ability, achievement, motivation, and, of course, appropriate undergraduate preparation for advanced study. *Admission of students* may be granted on the basis of evidence such as undergraduate scholarship, the results of performance prediction tests, recommendations from knowledgeable professors, and interviews.

A particular professor or small committee of professors should provide *counsel and supervision for each Master's student*. As the student proceeds in his program, his professor or his committee makes periodic reviews of his progress and permits him to continue only so long as his work is superior.

The Master's student should devote *full time to graduate study and research in residence* at his college or university for a minimum of one semester, or one quarter, or one summer session, so that, for a period, he may work in close and often informal collaboration with graduate faculty professors, with other graduate students in the program, and with distinguished visiting scholars. It is important that the student proceed expeditiously toward the completion of his program. Continued part-time study over a period of several years with no full-time attendance is strongly discouraged. Most colleges and universities require the completion of a Master's degree program within some definite period, such as within four years after beginning graduate work. Continuation beyond this period raises questions concerning the validity of the experience.

Scholarship, Fellowship, Assistantship, and Loan-fund awards are important elements in a good Master's program. A graduate *Scholarship* or *Fellowship* is a gift made to a student to aid him in carrying forward his graduate study. The *Teaching Assistantship*, whereby the Master's student is employed to provide part-time assistance to a professor in teaching a class, is often a very useful arrangement since the graduate student receives a stipend as well as valuable experience in relation to college and university teaching; and, at the same time, the college or university receives useful assistance. All Teaching Assistants should be given advice, guidance, and should be closely supervised by experienced professors. The extent of their service should be limited so that it does not substantially retard their progress toward completion of their Master's degree. The *Research Assistantship*, when available, permits the Master's student to be employed to give part-time assistance or collaboration to a professor in the conduct of research and may help the student to progress toward his Master's degree.

The Physical Facilities

A college or university offering a good graduate program has adequate physical facilities such as seminar rooms, offices, and library carrels. The library should, of course, contain far more extensive materials than are usually present in an undergraduate library. Lists of the necessary holdings of scholarly books and periodicals may be obtained, in many cases, from the headquarters of the scholarly or professional societies. In the sciences, appropriate laboratories, equipment and facilities are required as well as substantial funds annually to provide for the necessary equipment and supplies.

The Degree of Master in Professional Fields

Programs leading to the degree of Master in professional fields are generally similar in elements to those leading to the degree of Master of Arts or Master of Science except that they emphasize an introduction to professional affairs and practice.

In many cases the specific nature of professional Master's degree programs seems not to have been generally agreed upon by the professors and practitioners in the particular fields. Some descriptions, however, are available and these have often been written to provide standards relative to program accreditation by professional organizations approved by the National Commission on Accrediting. Two such statements, one for Business Administration and the other for Fine Arts, will now be summarized in order to illustrate these patterns and to provide a comparison with the Master of Arts and Master of Science patterns.

*The Master of Business Administration (M.B.A.) and Other Degrees**

"(1) Master's degree programs of member institutions may be listed in the roster of approved master's degree programs if they

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**The American Association of Collegiate Schools of Business: Constitution, By Laws; Standards of Accreditation, 1965-1966*, 101 N. Skinker Boulevard, St. Louis, Mo.

meet the standards set forth below. It is recognized that various purposes are served by different programs at the Master's level and that various degrees are awarded. . . .

"(2) As a general practice, approved master's degree programs in business will be expected to limit their admissions to holders of a baccalaureate degree from accredited institutions. It is expected further that admission will be granted only to students showing high promise of success in postgraduate business study. Various measures of high promise may be used; these include: (a) the candidate's performance on the Admission Test for Graduate Study in Business (ATGSB); (b) the candidate's undergraduate grade averages and the trend of his grades during his undergraduate schooling; (c) the candidate's rank in his collegiate graduating class. Ordinarily such measures of promise will be used in combination and a final judgment arrived at accordingly rather than on the basis of a single criterion. Ordinarily, likewise, the candidate will stand well above average by most of the measures.

"(3) In approved programs most master's degree courses will be taught by full-time faculty members.

"(4) With few exceptions, master's degree courses will be taught by faculty members with appropriate doctoral degrees.

"(5) The school shall have suitable accommodations for its faculty and students, and adequate laboratory, library and other facilities essential to the effective pursuit of its objectives.

"(6) The school and its master's program(s) shall have been established and in operation for such a period of time as to make it possible to evaluate its ability to sustain the master's program(s) at acceptably high levels of quality.

"(7) It is expected that a school offering both undergraduate and graduate work will maintain both operations on a high-standard basis. Expansion into both areas of responsibility should not be undertaken until the school has sufficient resources to maintain full standard operations in both.

"(8) Students completing degree programs in business must either as undergraduate or as graduate students complete the equivalent of the undergraduate core as set forth in Standard (4) of the Standards for Undergraduate Program Accreditation. (e.g., 'As the foundation for training in business administration, instruction shall be offered in the fields of economics, accounting, statistics, business law or legal environment of business, business finance, marketing, and management. In general, candidates for the undergraduate degree shall receive basic instruction in each of these fields. Opportunities beyond the basic course shall be available in at least three of the above fields. . . .')

For the M.B.A. degree, it is expected that the program beyond the core shall be broad in nature and aimed at general competence for overall management.

For other master's degrees the limitation on specialization beyond the core will not apply.

"(9) For the M.B.A. degree, it is expected that programs will require for most students a minimum of two semesters (or equivalent) of work beyond the core and the baccalaureate degree in classes reserved exclusively for graduate students.

"(10) The Association desires to encourage the development and testing of new programs and constructive revision of existing programs. . . ."

*The Master of Fine Arts (M.F.A.)**

"I. *General*

It is recommended that the Master of Fine Arts degree be granted only by graduate programs wherein the emphasis is upon the studio practice of some aspect of art, with the intent of educating students for professional careers as painters, sculptors, printmakers, designers, ceramists and other craftsmen, photographers, etc. It is further recommended that master level graduate programs with the major emphasis in art history should lead to the M.A. degree. . . .

"II. *Institutional Requirements*

A. *Staff*

1. *Standards for Staff Selection*

No department should offer the M.F.A. in creative fields which does not have on its staff active professional artists whose work in painting, sculpture, photography, prints, and the crafts is of the calibre which commands attention in major national and regional exhibitions; or, in such fields as graphics and industrial design whose work is regularly utilized in design applications of the highest order in commerce and industry.

2. *Staff Assignment*

A teaching schedule of not more than eighteen contact hours each week for studio teachers and eight or nine semester hours for art historians should be considered a maximum load. Teachers who have administrative duties should have lighter teaching loads. . . .

. . . Graduate programs should not be attempted by departments without sufficient manpower to offer graduate level work in art history and at least two elective fields, in addition to a major.

3. *Research Time, Facilities, and Recognition*

It is necessary for a graduate faculty to have time for research and studio activities. Time should be allowed for research undertakings, aside from teaching responsibilities. For the creative artist, studio work should be considered the equivalent of scholarly or scientific research in academic fields, and the exhibition and award record, and other professional recognitions, of a creative artist or designer should be considered as equivalent to publication records in academic fields as a basis for advancement in faculty rank and salary.

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* "The Present Status of the M.F.A. Degree: A Report to the Midwest College Art Conference" by N. Boothby, J. J. Hausman, H. R. Hope, A. Megrew, F. Seiberling, J. R. Shipley, and A. S. Weller in *The Art Journal*, XXIV, no. 3, 248-249 (1965).

B. *Departmental Facilities and Resources*

1. *Space*

No institution should offer courses for which it does not have adequate space and equipment as well as qualified personnel. . . .

2. *Library and Slide Collections*

Institutions offering graduate programs should have library funds and slide budgets substantially in excess of those which teach only undergraduate programs. . . .

3. *Gallery or Museum*

The graduate student should have the opportunity for frequent study of original works of art, both historic and contemporary. Programs to insure that students are transported to important museums for special exhibitions should be encouraged and funds provided for this purpose. . . .

"III. *The M.F.A. Program*

A. *Admission Policies*

1. *Standards for Admissions*

The candidate for the M.F.A. should have a bachelor's degree with a major in art from a qualified institution. He must also have an adequate undergraduate program in general studies. The major in art in many colleges will not be sufficient preparation for rigorous graduate programs without additional work in studio practice which should not count towards the degree. Conversely, some students from other institutions with extensive studio experience will have deficiencies in general studies and in art history which should be made up without graduate credit.

2. *Evaluation of Applications*

Admissions to candidacy for the degree should be based not only on academic records, but also upon the critical examination of original works of art.

3. *Credit Hours*

A semester hour of credit should represent three hours of work each week for a semester of 15 or 16 weeks. In lecture and recitation courses, it may be earned by one hour in class and two hours in preparation. In studio and laboratory courses where considerable out-of-class work is assigned, and where facilities available to the student out-of-class are equal to those provided him in scheduled classes, it may be earned by two hours in class and one hour in preparation. In studio and laboratory courses where extensive outside work is not regularly assigned, it should be earned by three hours in class. . . .

B. *Course Requirements*

The M.F.A. program should require at least two years of genuine graduate work, based upon an undergraduate major in art of high professional standards. It is recommended that the total of studio and related professional requirements taken during the combination of the undergraduate and graduate years approximate 100 semester hours or more, that the requirements in art history taken during the combination of the undergraduate and graduate years be 18 semester hours or more, and that the total of general studies taken be 30 semester hours or more. Two or more courses in art history beyond the level of introductory survey courses should be required of graduate students in creative fields. . . .

C. *Examinations and Thesis Requirements*

The M.F.A. candidate should pass a comprehensive examination, written or oral or both, which covers significant aspects of the theory, criticism, and history of art. Such an examination should not be given at the end of the degree program, but at a time so that deficiencies which it reveals can be corrected.

The thesis requirement for the M.F.A. degree should be an original work of art, or a group of such works. This may be accompanied by a written document, but such a document in itself should not be considered the thesis."

* * *

Conclusion

It is hoped that this statement will be helpful in bringing about an improved understanding of the nature of academic programs leading to the degree of Master.

APPENDIX B

TEACHER CERTIFICATION POLICIES

STATE OF NEW YORK

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

CERTIFICATES FOR TEACHING SERVICE

Amendment to Regulations of the Commissioner of Education
Pursuant to Section 207 of the Education Law
Effective September 1, 1966

ARTICLE XV

TEACHERS CERTIFICATES

§ 116. Definitions

As used in this article:

2. " Advanced course " means a course creditable toward an appropriate graduate degree granted by a recognized college or university . . .

11. " Elementary school " means a school organized to give instruction in grades 1–6 and the kindergarten.

23. " Semester hour " means . . . 30 clock hours shall constitute one semester hour credit, point or equivalent unit.

§ 131. Certificates valid for teaching in the early childhood, upper elementary and early secondary grades

1. *Definitions*

a. The term " early childhood grades " shall include nursery school, kindergarten and grades 1 through 3.

b. The term " upper elementary grades " shall include grades 4 through 6; and

c. The term " early secondary grades " shall include grades 7 through 9.

2. *Certificates issued.* Certificates shall be issued for teaching in:

a. Early childhood grades and upper elementary grades; or

b. Early childhood grades, upper elementary grades, and an academic subject in the early secondary grades;

c. A permanent certificate shall be issued to a candidate who has completed a 5-year program of collegiate preparation

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which shall include a baccalaureate degree, and, in addition, 30 semester hours of approved advanced courses, meeting the requirements of paragraphs *c* and *d*, subdivision 3 of this section.

d. A provisional certificate shall be issued to a candidate who shall have completed a 4-year program of collegiate preparation including the baccalaureate degree meeting the requirements set forth in paragraphs *e* and *f*, subdivision 3 of this section. Such provisional certificate shall be valid for a period of 5 years from the date of such certificate.

3. *Specific requirements.* Candidates may qualify for the issuance of teaching certificates by completing:

a. A program of teacher education registered by the Department for the preparation of teachers in the areas defined in paragraphs *a*, *b*, and *c* of subdivision 2 of this section, or

b. Equivalent preparation in other institutions determined by the Commissioner to meet the requirements set forth in paragraphs *c*, *d*, *e*, and *f* of this subdivision.

c. A candidate for a permanent certificate valid for teaching in the early childhood and upper elementary grades shall complete the following requirements:

(1) *Studies in liberal arts.* To qualify for a permanent certificate to teach in the early childhood and upper elementary grades, a candidate shall complete at least 90 semester hours, including at least 12 semester hours of diversified course work in each of the three fields: the humanities; the natural sciences and mathematics; the social sciences.

Candidates must also include a minimum of 30 semester hours of study (at least 6 of which must be in graduate level courses) in a department or a planned interdepartmental program of liberal arts studies.

(2) *Professional study in education.* To teach in the early childhood and upper elementary grades, a candidate shall complete a minimum of 300 clock hours of supervised instructional experience, and a minimum of 30 semester hours of study in professional education. Such study shall include:

(*a*) 3 semester hours in the sociological, philosophical, and historical foundations of education

(*b*) 6 semester hours in educational and developmental psychology

(*c*) 9 semester hours in instructional methods and materials, including instruction in the teaching of the basic skills;

(*d*) 12 semester hours chosen from and in addition to the above requirements, (*a*), (*b*), (*c*), or additional supervised instructional experience.

(3) The fifth year of preparation shall consist of either (*a*) or (*b*) below:

(*a*) A master's degree related specifically to the candidate's field of teaching service and offered by an approved institution;

(*b*) 30 hours of post-baccalaureate study distributed as follows:

(i) At least 12 semester hours in liberal arts in or related to the candidate's field of teaching service; and

(ii) At least 12 semester hours in advanced study in the social and behavioral sciences related to teaching and/or advanced study in or related to improving the teaching of the basic skills; and

(iii) At least 6 semester hours in (i) or (ii) above or a satisfactory combination thereof.

d. A candidate for a permanent certificate valid for teaching in the early childhood and upper elementary grades and an academic subject in the early secondary grades shall meet the following requirements:

(1) *Studies in liberal arts.* To qualify for a permanent certificate to teach in the early childhood and upper elementary grades and an academic subject in the early secondary grades, a candidate shall complete at least 90 semester hours, including at least 12 semester hours of diversified course work in each of the three fields: the humanities; the natural sciences and mathematics; the social sciences;

(2) *Academic concentration.* The candidate's total program shall include the requirements as specified below for the selected academic subject (subjects):

(*a*) *English:* 36 semester hours

The total preparation for teaching English shall include work (although not necessarily separate courses), in the following areas:

Advanced writing;
Concepts, processes, and media of communication;
Development, structure, and function of the English language;

Improvement of reading;
Literary materials for adolescents;
Literature: American, English, and world;
Oral composition (public speaking, argument, or discussion)
Oral interpretation (of prose, poetic, or dramatic literature).

(*b*) *Social studies:* 36 semester hours

These hours shall include the core listed below and at least 6 semester hours of United States history and 6 semester hours of European history.

The core of the social sciences shall consist of at least 24 semester hours and shall include the equivalent of a full year's work in economics, geography, and political science. In addition, the equivalent of a full year's work in one of the following areas is required:

Anthropology;
Sociology;
History or area studies other than United States or European.

(*c*) *General science:* 42 semester hours

These hours shall include at least a full year's course in each of the following: mathematics, chemistry, physics, biology, and earth science. In addition, the candidate must complete the equivalent of one additional full-year course in one of the particular sciences listed above; and become proficient in laboratory demonstrations and techniques.

(*d*) *Mathematics:* 24 semester hours

These hours include a full year or differential and integral calculus. Of the total hours, at least 12 shall be in approved advanced courses.

(*e*) *Foreign languages:* 30 semester hours, of which at least 12 shall be in approved advanced courses. In addition, a candidate shall provide a written statement from a higher institution as evidence that he possesses a practical command of the language as an instrument of oral and written communication.

(3) *Professional study in education.* To teach in the early childhood and upper elementary grades and an academic subject in the early secondary grades, a candidate shall complete a mini-

mum of 300 clock hours of supervised instructional experience, including a minimum of 80 clock hours in teaching the selected academic subject in the early secondary grades, and a minimum of 30 semester hours of study in professional education. Such study shall include:

(*a*) 3 semester hours in the sociological, philosophical, and historical foundations of education;

(*b*) 6 semester hours in educational and developmental psychology;

(*c*) 12 semester hours in instructional methods and materials, including instruction in the teaching of the basic skills, and instruction in the methods of teaching the selected academic subject;

(*d*) 9 semester hours chosen from and in addition to the above requirements, (*a*), (*b*), (*c*), or additional supervised instructional experience.

(4) The fifth year of preparation shall consist of either (*a*) or (*b*) below:

(*a*) A master's degree related specifically to the candidate's field of teaching service and offered by an approved institution;

(*b*) 30 hours of post-baccalaureate study distributed as follows:

(i) At least 12 semester hours in liberal arts in or related to the candidate's field of teaching service, and

(ii) At least 12 semester hours in advanced study in the social and behavioral sciences related to teaching and/or advanced study in or related to improving the teaching of the basic skills, and

(iii) At least 6 semester hours in (i) and (ii) above or a satisfactory combination thereof.

e. A candidate for a provisional certificate valid for teaching in the early childhood and upper elementary grades shall meet the following requirements:

(1) *Studies in liberal arts.* To qualify for a provisional certificate to teach in the early childhood and upper elementary grades, a candidate shall complete at least 75 semester hours, including at least 12 semester hours of diversified course work in each of the three fields: the humanities; the natural sciences and mathematics; the social sciences.

Candidates must also include a minimum of 24 semester hours of study (at least 6 of which must be in upper division or graduate level courses) in a department or a planned interdepartmental program of studies in liberal arts.

(2) *Professional study in education.* To teach in the early childhood and upper elementary grades, a candidate shall complete a minimum of 300 clock hours of supervised instructional experience, and a minimum of 24 semester hours of study in professional education. Such study shall include:

(*a*) 3 semester hours in the sociological, philosophical, and historical foundations of education;

(*b*) 6 semester hours in educational and developmental psychology;

(*c*) 9 semester hours in instructional methods and materials, including instruction in the teaching of the basic skills;

(*d*) 6 semester hours chosen from and in addition to the above requirements, (*a*), (*b*), (*c*), or additional supervised instructional experience.

f. A candidate for a provisional certificate valid for teaching in the early childhood and upper elementary grades and an academic subject in the early secondary grades, shall meet the following requirements:

(1) *Studies in liberal arts.* To qualify for a provisional certificate to teach in the early childhood and upper elementary grades and an academic subject in the early secondary grades, a candidate shall complete at least 75 semester hours, including at least 12 semester hours of diversified course work in each of the three fields: the humanities; the natural sciences and mathematics; the social sciences.

(2) *Academic concentration.* The candidate's total program shall include the requirements as specified below for the selected academic subject (subjects):

(*a*) *English:* 30 semester hours

The total preparation for teaching English shall include work (although not necessarily separate courses), in the following areas:

Advanced writing;
Concepts, processes, and media of communication;

Development, structure, and function of the English language;
Improvement of reading;
Literary materials for adolescents;
Literature: American, English, and world;
Oral composition (public speaking, argument, or discussion);
Oral interpretation (of prose, poetic, or dramatic literature);

(*b*) *Social studies:* 30 semester hours

These hours shall include the core listed below and at least 6 semester hours of United States history and 6 semester hours of European history.

The core of the social sciences shall consist of at least 18 semester hours and shall include the equivalent of a full year's work in economics, and geography. In addition, the equivalent of a full year's work in one of the following areas is required:

Anthropology;
Political science;
Sociology;
History or area studies other than United States or European;

(*c*) *General science:* 36 semester hours

These hours shall include at least a full year's course in each of the following: mathematics, chemistry, physics, biology, and earth science. In addition, the candidate must complete the equivalent of one additional full-year course in one of the particular sciences listed above and become proficient in laboratory demonstrations and techniques.

(*d*) *Mathematics:* 18 semester hours

These hours shall include a full year of differential and integral calculus. Of the total hours, at least 6 shall be in approved advanced courses.

(*e*) *Foreign languages:* 24 semester hours, of which at least 12 shall be in approved advanced courses. In addition, a candidate shall provide a written statement from a higher institution as evidence that he possesses a practical command of the language as an instrument of oral and written communication.

155.

(3) *Professional study in education.* To teach in the early childhood and upper elementary grades and an academic subject in the early secondary grades, a candidate shall complete a minimum of 300 clock hours of supervised instructional experience, including a minimum of 80 clock hours in teaching the selected academic subject in the early secondary grades, and a minimum of 24 semester hours of study in professional education. Such study shall include:

(*a*) 3 semester hours in the sociological, philosophical, and historical foundations of education;

(*b*) 6 semester hours in educational and developmental psychology;

(*c*) 12 semester hours in instructional methods and materials, including instruction in the teaching of the basic skills, and instruction in the methods of teaching the selected academic subject;

(*d*) Three semester hours chosen from and in addition to the above requirements, (*a*), (*b*), and (*c*), or additional supervised instructional experience.

4. *Additional provisions*

a. Validity of a certificate to teach other subjects. The validity of a certificate for teaching in the early childhood and upper elementary grades; or for teaching in the early childhood and upper elementary grades in an academic subject in the early secondary grades, may be extended by the Commissioner of Education to include the teaching of another subject upon evidence that the holder thereof has completed the prescribed study for teaching the second subject as outlined in the Regulations of the Commissioner.

b. Recognition of work completed in secondary school

(1) Advanced work completed in secondary school which is assigned college credit by the institution of higher education which the candidate attends shall be counted toward meeting the requirements for certification.

(2) Where advanced standing, but not college credit, is given by the college for work completed in secondary school, the equivalent of college credit may be granted for the purposes of certification on the recommendation of the higher institution. This recommendation shall be made in a statement to the Division of Teacher Education and Certification at the time of the candidate's application for a certificate. The total number of college credits required for either provisional or permanent certification shall not be reduced unless college credit has been granted.

c. Intensive program. Provisional certificates may be granted to candidates enrolled in fifth year intensive programs registered by the Commissioner of Education as equivalent to the preparation in the professional and academic areas as stated herein.

d. Validation for teaching approved classes of mentally retarded children

The validity of a certificate issued under this section shall be extended by the Commissioner of Education to include the teaching of mentally retarded children upon evidence that the holder thereof has:

(1) Completed a program approved for the teaching of mentally retarded children at an institution or institutions having a program registered and/or approved by the State Education Department for such preparation; or

(2) Completed a 12-semester hour program of study to include each of the following areas:

(*a*) Practicum in teaching classes of the mentally retarded;

(*b*) The psychology of the mentally retarded;

(*c*) Mental and educational measurements;

(*d*) Curriculum practices for the mentally retarded;

(*e*) Creative arts for children.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

AMENDMENT TO REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to Section 207 of the Education Law

Effective September 1, 1963, section 133 of Article XV of the Regulations of the Commissioner of Education repealed and a new section 133 adopted in place thereof, to read as follows:

ARTICLE XV

TEACHERS CERTIFICATES

§ 133. Certificates valid for teaching an academic subject

1. **Forms of teaching certificates.** There shall be two forms of certificates, to be known as permanent certificates and provisional certificates, which shall be valid for teaching an academic subject:

a. Permanent certificate. The requirements for this certificate shall be the completion of a five-year program of collegiate preparation, which shall include the baccalaureate degree and, in addition, 30 semester hours of approved advanced courses in, or related to, an academic field or the teaching of an academic subject, as more particularly set forth in subdivision 2 of this section.

b. Provisional certificate. The requirement for the provisional certificate shall be the completion of a four-year program of collegiate preparation including the baccalaureate degree, as more particularly set forth in subdivision 2 of this section. The provisional certificate shall be valid for five years.

2. **Preparation required for a teaching certificate.** To obtain a teaching certificate, a candidate shall meet the requirements set forth in either *a* or *b* below:

a. Completion of teacher education program registered by the Department. Complete preparation at an institution or institutions having a program for the preparation of secondary school teachers of academic subjects registered and/or approved by the State Educa-

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tion Department. Programs for which registration is sought will be evaluated in terms of the total college commitment to the preparation of teachers, including the college's fulfillment of the intent of the requirements which follow; or

b. Alternate completion of requirements. Complete the requirements in (1) general-liberal education, and (2) professional study in education, and (3) the academic subject or subjects in which certification is sought. The Commissioner may accept equivalent work that, in his opinion, clearly meets the intent of the requirement.

(1) General-liberal education. To qualify for a teaching certificate (either permanent or provisional), a candidate shall complete at least 60 semester hours in general-liberal studies including at least 12 semester hours in each of the three fields listed below. Candidates shall have sufficiently diversified course work in each of these fields: (*a*) the humanities, (*b*) the natural sciences and mathematics, (*c*) the social sciences.

(2) Professional study in education

(*a*) To qualify for a provisional certificate, a candidiate shall complete a minimum of 18 semester hours distributed as follows:

At least 8 hours in the social, philosophical, and psychological foundations of educational theory and practice

At least 8 hours which include methods and materials of teaching the subject in which certification is sought, and supervised observation and practice teaching. Total preparation must include at least 80 class periods of supervised instructional experience in the secondary school.

(*b*) To qualify for the permanent certificate, a candidate shall complete at least 6 additional hours of advanced professional study in education. However, a candidate may elect 6 semester hours in advanced study in the field in which he will teach provided that these 6 hours be beyond the subject matter requirements already designated for the permanent certificate.

(3) Requirements in the academic subject for a certificate

(*a*) To teach English

(i) Permanent certificate. At least 51 semester hours in English, 15 of which shall be in approved advanced courses

(ii) Provisional certificate. At least 36 semester hours in English

The total preparation for teaching English shall include work (although not necessarily separate courses) in the following areas:

Advanced writing
Concepts, processes and media of communication
Development, structure and function of the English language
Improvement of reading
Literary materials for adolescents
Literature: American, English, and world
Oral composition (public speaking, argument or discussion)
Oral interpretation (of prose, poetic, or dramatic literature)

(*b*) To teach a foreign language

(i) Permanent certificate. At least 39 semester hours in a foreign language, 15 of which shall be in approved advanced courses

(ii) Provisional certificate. At least 24 semester hours in a foreign language

In addition, a candidate shall provide a written statement from a higher institution as evidence that he possesses a practical command of the language as an instrument of oral and written communication.

(*c*) To teach mathematics

(i) Permanent certificate. At least 33 semester hours in mathematics including a full year of differential and integral calculus. Of this total, 15 semester hours shall be in approved advanced courses.

(ii) Provisional certificate. At least 18 semester hours in mathematics including a full year of differential and integral calculus

The minimum preparation for a permanent certificate shall include at least one course from each of the following two groups:

Algebra: such courses as polynomial algebra, linear algebra, abstract algebra, theory of numbers

Geometry: such courses as projective geometry, foundations of geometry, non-Euclidean geometry, algebraic geometry, topology

(*d*) To teach a science

(i) Permanent certificate. At least 57 semester hours in mathematics and the sciences. In addition to the work required for the provisional certificate, the equivalent of 3 full-year courses. These courses shall include work in the science for which certification is sought and in mathematics.

(ii) Provisional certificate. At least 42 semester hours in mathematics and science distributed as indicated below

For a provisional certificate in one of the sciences (chemistry, physics, biology, or earth science) a candidate shall:

Complete a core of work that includes the equivalent of a full year's course in each of the following: mathematics, chemistry, physics, biology, earth science; and

Complete the equivalent of one additional full-year course in the particular science for which certification is sought; and

Become proficient in laboratory demonstrations and techniques. If this proficiency is attained other than by course work (credit for which appears on the transcript), the candidate is responsible for providing to the Bureau of Teacher Education and Certification a statement by the higher institution regarding his proficiency in this area.

(iii) The holder of a certificate (either permanent or provisional) in a particular science shall be deemed certified to teach general science.

(*e*) To teach the social studies

(i) Permanent certificate. At least 51 semester hours in the social sciences, 15 of which shall be in approved advanced courses. Within the total preparation, which includes the distribution required for the provisional certificate, a candidate shall have a concentration of at least 18 semester hours in one of the following: Economics, geography, history, interdisciplinary courses in the social sciences, political science.

(ii) Provisional certificate. At least 36 semester hours in the social sciences. These hours shall include the core listed below and at least 6 semester hours of United States history and 6 semester hours of European history.

The core of social sciences shall consist of at least 24 semester hours and shall include the equivalent of a full year's work in each of 4 of the following 6 areas:

Anthropology
Economics
Geography
History other than United States or European
Political science
Sociology

3. Additional provisions

a. Time validity of the provisional certificate. The provisional certificate shall be valid for five years from the effective date and shall not be renewable except that the Commissioner of Education may extend the period of validity upon satisfactory evidence that the holder of such certificate has been in military service during the period of validity of the certificate or that during such period the holder has been incapacitated by illness or maternity.

b. Validity of a certificate to teach other subjects. The validity of a certificate for teaching an academic subject may be extended by the Commissioner of Education to include the teaching of another subject upon evidence that the holder thereof has completed the prescribed study for teaching the second subject as outlined in the Regulations of the Commissioner.

c. Recognition of work completed in secondary school

(1) Advanced work completed in secondary school which is assigned college credit by the institution of higher education which the candidate attends shall be counted toward meeting the requirements for certification.

(2) Where advanced standing, but not college credit, is given by the college for work completed in secondary school, the equivalent of college credit may be granted for the purposes of certification on the recommendation of the higher institution. This recommendation shall be made in a statement to the Division of Teacher Education and Certification at the time of the candidate's application for a certificate. The total number of college credits required for either provisional or permanent certification shall not be reduced unless college credit has been granted.

d. Experimental program. Provisional certificates may be granted to candidates enrolled in fifth year experimental programs registered and/or approved by the Commissioner of Education as equivalent to the preparation in the professional and academic areas as stated herein.

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Teacher Education and Certification
Albany 1

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Effective April 1, 1963, Article XV Section 117 is hereby amended by the addition of a new subdivision to be Subdivision 8, to read as follows:

ARTICLE XV

TEACHERS CERTIFICATES

117. General Provisions and Requirements

8. Internship Certificate

a. A student in a registered or approved program of education which includes an internship experience may, at the request of the institution, be issued an internship certificate without fee.

b. The certificate shall be issued only to those persons enrolled in registered or approved programs which include appropriate supervision and shall show on the face of the certificate the following information:

(1) The name of the intern
(2) The collegiate program sponsoring the internship.
(3) The area of service for which the certificate is valid.
(4) The school district in which the internship is to be served.
(5) The dates for which the certificate is valid.

c. The certificate shall be valid for no more than two consecutive semesters and is not renewable.

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Teacher Education and Certification
Albany, New York 12224

GUIDELINES FOR EVALUATION OF STUDENT TEACHING AND INTERNSHIP PROGRAMS

In considering the approval and registration of teacher education programs the following statements will be used as a basis for evaluating student teaching or internship programs. It is expected that significant departures from these guidelines will be justified on their educational merits.

These statements are not all-inclusive nor are they intended to obstruct the freedom of higher institutions to develop programs of a quality superior to those implied by these statements.

Definition of Terms

Student Teacher: A college student enrolled in a course which includes an apprenticeship period during which the student teaches, under supervision, part of the regular program of a classroom teacher.

Practice Teacher: A term frequently synonymous with student teaching but not used in this statement.

Intern: A college graduate enrolled in a teacher education program and given full classroom responsibility, under supervision, typically for at least a full semester.

Supervising Teacher: The public school staff member most directly responsible for working with the student teacher.

Supervisor of Interns: The public school staff member most directly responsible for working with the intern.

College Supervisor: The college faculty member most directly responsible for working with the student teacher, intern, supervising teacher, or supervisor of interns.

Clinical Professor: An individual on the college faculty who teaches methods courses and supervises student teachers. This individual is also a part-time staff member of a public school with classroom responsibility including, but not limited to demonstration classes. This term is not used in the present statement but is defined here to establish common understanding.

Common Elements

Many of the desirable conditions of a student teaching program are applicable also to an internship program. Effective student teaching and internship programs are developed in a setting that is mutually beneficial to college and school; e.g., the college provides inservice opportunities for improving public school staffs; the school offers direct assistance to college students by providing opportunities for observation and participation on a limited scale prior to student teaching as well as actual student teaching experience.

Provision is made for continuous evaluation of the student teaching and internship program based on agreed-upon measures and with modifications of the program when appropriate.

STUDENT TEACHING PROGRAMS

The Student Teacher

1. The student is permitted to engage in student teaching after an all-institution review of his record indicates that his overall average, his performance in his area of academic concentration, his competence in his professional sequence, and his personal characteristics qualify him for student teaching.

2. Most academic study is completed prior to student teaching. Any course work pursued at the time of student teaching is closely related to teaching experience and supports rather than detracts from the tasks of preparing and teaching daily lessons.

3. The length of student teaching and pre-teaching observation time, beyond established minimums, is variable and depends upon the performance of the student teacher as verified by sustained observation of supervisory personnel. A good program provides intensive and continuous involvement. Pre-teaching observations are carefully structured and coordinated with methods courses or other study in the professional sequence.

4. Provision is made for student teachers to observe and comment freely and constructively on each other's teaching as well as to observe a variety of classroom situations under a number of teachers.

5. Location of student teaching experience does not demand excessive commuting time for the student.

The Cooperating Public School and College

1. The school center is chosen by the college because of the known interest of the administrator and his staff members and their commitment to the preparation of new teachers. The cooperating school is selected on the basis of the overall excellence of its

program including quality of teaching, use of a variety of effective methods and teaching tools, student services, et cetera. The school selected for student teaching offers a range of experience (a) at different levels within an area of certification, (b) with different groups of students, (c) with a range of instructive non-classroom experiences, e.g., counseling, record keeping, extra-curricular activities, preparation and selection of teaching materials.

2. Supervising teachers are jointly selected by school and college personnel on the basis of mutually acceptable standards. College representatives observe prospective supervising teachers to make valid selections. In addition to holding full certification in the area where he accepts student teachers, the supervising teacher is experienced and has a good performance record.

3. The supervising teacher is given a reduced load, teaching or extra-curricular, in recognition of his added responsibilities for guiding new teachers. Cooperating school and college personnel work together in organizing an effective orientation program for student teachers and for those who work with them in a supervisory relationship.

The College Supervision

1. Schools are selected and developed as centers to accommodate numbers of student teachers although the primary variable in selection is the quality of the supervising teacher. The assignment of students and college personnel conserves travel time and permits significant relationships between the staffs of both institutions.

2. Supervision is done by full-time college faculty members with specializations appropriate to the area being supervised. Opportunity is offered for supervision by representatives of both the academic and education departments. Supervisory personnel are competent to teach the college's special methods instruction and are knowledgeable about the public school's instructional program and responsibilities.

3. A supervisor's total college teaching assignment provides the time necessary for adequate observation of the student teacher and conferences with the student teacher, supervising teacher, and other appropriate school and college personnel.

4. Supervisory meetings and written observations are shared with the student teacher and, where useful, with the supervising teacher. Comments are constructive and substantive without restricting the new teacher's own solution to teaching problems and the development of a personal "style" of teaching.

INTERNSHIP PROGRAMS

The Intern

1. Except in unusual cases, the intern has collegiate preparation in academic content and in professional course work in education equivalent to that required for provisional certification.

2. An intern is a legally responsible (certified) member of a school staff. The intern typically carries no other collegiate responsibilities aside from a college seminar designed to assist him in his teaching.

3. Interns are carefully screened by the college for intellectual competence as well as for potential ability to work with children of appropriate ages in the classroom.

4. There is ample provision for lesson planning, close acquaintance with pupils, a full range of public school experience, and an opportunity for the intern to evaluate both the pupil's and his own success.

5. An internship extends for no less than a full public school semester and continues all day, every day during that semester.

The Cooperating School and College

1. Interns are placed in public schools chosen because of a strong potential for success in inducting candidates into teaching. Schools acting as training ground for interns orient them to such policies and practices as record keeping, psychological and educational testing services, special provisions for the culturally disadvantaged, attendance rules, et cetera.

2. The public school supervisor of interns:

   a. is a highly qualified and experienced classroom teacher. He may, in addition, have regular supervisor responsibilities in the school.

   b. is given a reduced teaching load because of his qualifications and responsibilities.

   c. is selected jointly by the college and the public school.

The College Supervision

1. The academic and the education faculty of the college work closely with the public school supervisor of interns and the intern himself.

2. Supervisory personnel are selected for their perception and sensitivity to various supervisory problems, for their skill in analyzing teaching problems and communicating this analysis, and for their teaching competence.

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CHECK-LIST OF INSTITUTIONS

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Programs at the following institutions have been studied in connection with the report.

1. Adelphi University, Garden City, New York.
2. American School of Classical Studies, Athens, Greece.
3. Amherst College, Amherst, Massachusetts.
4. Antioch College, Yellow Springs, Ohio.
5. School of the Art Institutie of Chicago, Chicago, Illinois.
6. University of Arizona, Tucson, Arizona.
7. Barnard College, New York, New York.
8. Barry College, Miami, Florida.
9. Beloit College, Beloit, Wisconsin.
10. Bennington College, Bennington, Vermont.
11. Bowdoin College, Brunswick, Maine.
12. Brooklyn College of the City University, Brooklyn, New York.
13. Brown University, Providence, Rhode Island.
14. Bryn Mawr College, Bryn Mawr, Pennsylvania.
15. University of California, Santa Barbara, California.
16. Carnegie Institute of Technology, Pittsburgh, Pennsylvania.
17. Central College, Pella, Iowa.
18. University of Chicago, Chicago, Illinois.
19. City University Graduate School, New York, New York.
20. Claremont Graduate School and University Center, Claremont, California.
21. University of Colorado, Boulder, Colorado.
22. Columbia University, Graduate Faculties, New York, New York.
23. University of Connecticut, Storrs, Connecticut.
24. Cranbrook Academy of Art, Bloomfield Hills, Michigan.
25. Dartmouth College, Hanover, New Hampshire.
26. University of Dallas, Dallas, Texas.
27. University of Denver, Denver, Colorado.
28. Duke University, Durham, North Carolina.
29. Earlham College, Richmond, Indiana.
30. Elmira College, Elmira, New York.
31. Emory University, Atlanta, Georgia.
32. Fairleigh Dickinson University at Wroxton Abbey, Wroxton, England.
33. Florida Atlantic University, Boca Raton, Florida.
34. University of Florida, Gainesville, Florida.
35. Florida State University, Tallahassee, Florida.
36. Fordham University, New York, New York.
37. Gallaudet College, Washington, D.C.
38. University of Georgia, Athens, Georgia.
39. Goucher College, Towson, Baltimore, Maryland.
40. Harvard University, Cambridge, Massachusetts.
41. Hofstra University, Hempstead, New York.
42. Hollins College, Hollins College, Virginia.
43. Hunter College of the City University, New York, New York.

44. Indiana University, Bloomington, Indiana.
45. The Johns Hopkins University, Baltimore, Maryland.
46. Kansas State University, Manhattan, Kansas.
47. Lehigh University, Bethlehem, Pennsylvania.
48. Maryland Institute College of Art, Baltimore, Maryland.
49. University of Miami, Coral Gables, Florida.
50. University of Michigan, Ann Arbor, Michigan.
51. Middlebury College, Middlebury, Vermont.
52. Mills College, Oakland, California.
53. University of Missouri, Columbia, Missouri.
54. Monterey Institute of Foreign Srudies, Monterey, California.
55. Mount Holyoke College, South Hadley, Massachusetts.
56. University of Nebraska, Lincoln, Nebraska.
57. University of New Hampshire, Durham, New Hampshire.
58. University of New Mexico, Albuquerque, New Mexico.
59. The New School for Social Research, New York, New York.
60. New York University, New York, New York.
61. University of North Carolina at Greensboro, Greensboro, North Carolina.
62. Northern Illinois University, De Kalb, Illinois.
63. University of Notre Dame, Notre Dame, Indiana.
64. Oberlin College, Oberlin, Ohio.
65. Pembroke College, Providence, Rhode Island.
66. University of Pittsburgh, Pittsburgh, Pennsylvania.
67. Queens College of the City University, New York, New York.
68. Reed College, Portland, Oregon.
69. Rice University, Houston, Texas.
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71. St. John's College, Annapolis, Maryland.
72. St. Louis University, St. Louis, Missouri.
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74. Sarah Lawrence College, Bronxville, New York.
75. Siena Heights College, Adrian, Michigan.
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80. Stetson University, De Land, Florida.
81. Swarthmore College, Swarthmore, Pennsylvania.
82. Teachers College, Columbia University, New York, New York.
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